


The
I.S.N.U.
Index
1901.



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Frederic E. [unclear]

"Ah me, what act,
That roars so loud, and thunders
in the Index."



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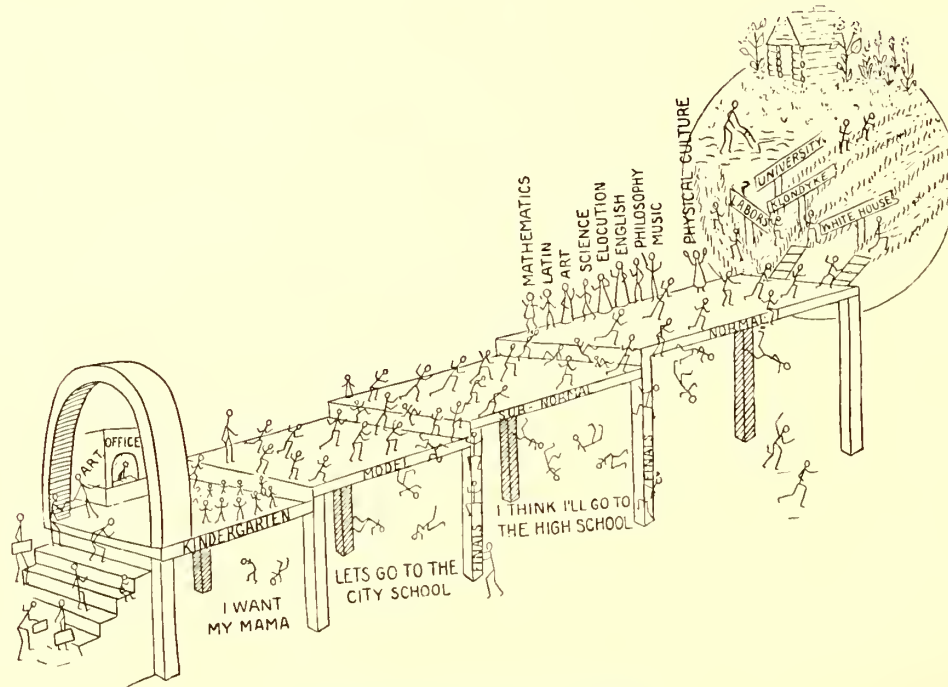


PRES. DAVID FELMLEY.

.. To ..
David Felmley, A. B.
Scholar, Teacher, Friend, as a
token of our
Affection and Esteem we, his pupils,
Dedicate this volume.

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THE ROAD TO GLORY.




GREETING-

*"To all who read this little book,
A Greeting!*

*'Tis but a glimpse of school life
With all its joys and sorrows rife,
With all the work, and all the play
That go toward making up a day
So fleeting.*

*With gladsome heart and willing hand,
With every power at our command;
With labor great, with genius small,
We gladly send again to all
A Greeting."*





THE MAIN BUILDING.

REMINISCENCES OF FORMER PRESIDENTS.



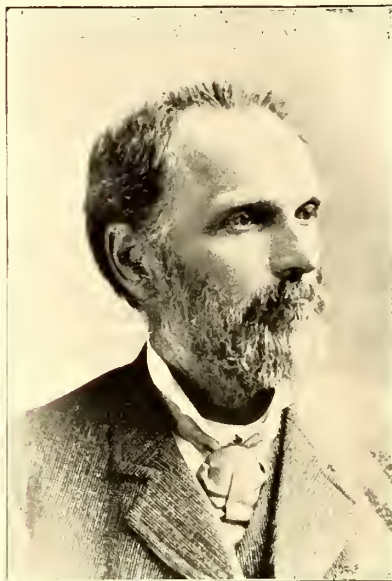
1857—1861.



ON THE fifteenth day of October, 1857, General Charles L. Hovey, principal, and Ira Moore, assistant, opened the Normal School in some temporary rooms in Major's Hall, Bloomington, which had been secured by the state board. The first pupil to be enrolled was Enoch A. Gastman, of Decatur, he and another prospective Normal student having been brought into Bloomington that morning upon a load of potatoes.

General Hovey says of the earliest history of the Normal School: "I need not tell how Ira Moore and I began to instruct a score or less of students in a tumble-down hall, tumbled up on the top of a grocery house, at an out-of-the-way corner in the city of Bloomington; how the students increased in numbers; how other teachers were added; how Mary Brooks 'run' the experimental school (primary) and made it a model; how said hall was fitted and furnished and grew to be comfortable, bating the surroundings; how here we pursued the even tenor of our way biding our time; for these things are well enough known

"But there came a time when we were not permitted to go on in peace. Questionings, which would not be quieted by plain answerings, came again and again. I tried hard to bar them from the school room, but could not. The great fact that not a blow had been struck on the university building for 18 months was known to everybody. It acted and reacted on us depressingly. Were we to remain cooped up in Major's Hall forever? Must we, after flattering the public, and ourselves with the grand idea of a model edifice, confess failure? The thought was wormwood, and the fact, if fact it should prove to be, was full of peril.



GEN. CHARLES E. HOVEY.

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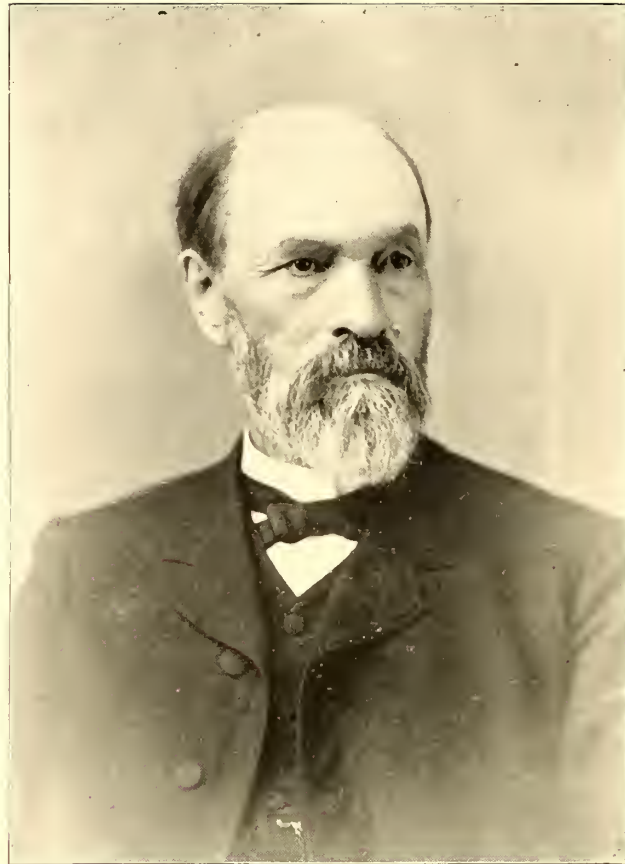
We had carried the Normal School Bill 'by the skin of our teeth,' and who knew but that the opposition might rally and repeal the law, armed with such failure to carp at what was to be done?"

After many ingenious schemes and after much hard work; after many failures, money was at last secured to finish the building, and on June 19, '60, the first graduating exercises in the Normal University were held in the assembly room, the windows being filled with pine boughs, through which one might look out upon the stubbles of a corn field.

1862—1876.

The Normal School life was a strenuous life. It was a struggle for existence. Very few of the people of Illinois had been converted to the normal idea. Most of them regarded the institution as a product of mere wild theorizing. The money expended upon it was looked upon as a dead loss to the commonwealth. Now, to live down all this opposition required tremendous energy, unceasing persistence and an inspiring faith.

But we had some compensations, or rather relaxations from the intensity. Occasionally there was a little fun. Once upon a time, as I sat at my table in the assembly room, I took a survey of the large company of students before me, and was highly pleased to observe the evidences of intense application to work. About three days before this, observing what seemed to me in the same room a little too much of a disposition to carry on a mixed conversation during study hours, I had made an appeal for better things, and was inwardly rejoicing at the indications that the appeal had been successful. All at once a demure looking young lady, who had been sitting not far from my table, and whose industry seemed to be unexceptionable, left her seat and approached me. I knew her very well and had a high respect for her, for she had good capacities and a genial, kindly nature. But I also knew that she had no objection to a little stirring amusement. She approached me with a little mischievous smile upon her face, and in response to my inquiry as to what she would like, responded somewhat as follows: "Do you remember that about three days ago you were very insistent in inquiring that we should preserve good order in this room?" Of course the



DR. RICHARD EDWARDS.

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truth of her suggestion was acknowledged. "Well," she added, "have we not been good for three days?" This was also very heartily conceded. "Well," said she, "I wish to say that I am tired of being good." We had a little additional conversation, and she returned to her seat and continued her commendable good behavior. Since leaving the school she has performed very creditable work as a teacher in important positions.

It is pleasant to think that the Normal University has now passed out of its season of trial. For some time before the close of my own connection with the school, I felt strengthened by the conviction that the public sentiment of the state had undergone a radical change in respect to us. The attendance of students had increased from 282 in all departments to 779. Our annual appropriations had gone up from \$12,500 a year to about \$30,000. The people of the state were showing in many ways that they had come to be believers in the necessity of normal schools, and in the duty of the state to give them an adequate support.

DR. RICHARD EDWARDS.

SCENE:—Assembly room. McMackin standing at the dictionary table looking up a word; no member of the faculty in the room. Frank Searles going out to reading table meets a greenhorn just in to enter school, who inquires, "Say, mister, where can I find the president? I want to come to school." Searles directs him to "that man standing by the table," pointing to McMackin. He walks through the room and approaches Mc. with, "Say, er you the president?" Mc. (very coolly and complacently), "Yes, sir; what can I do for you?" "I want to come to school." Mc. looks at him a moment in a dignified manner, "Oh—ah—yes; well, I never attend to matters of those kind myself; you'll have to see my private secretary." [Enter Dr. Edwards.] "There he comes now; that bald headed man. You just step to his desk; he will tell you what to do."

1876-1890.

Having been asked to write for THE INDEX some reminiscences of the Normal University, I take it that something respecting the days of "long ago" may be most acceptable.

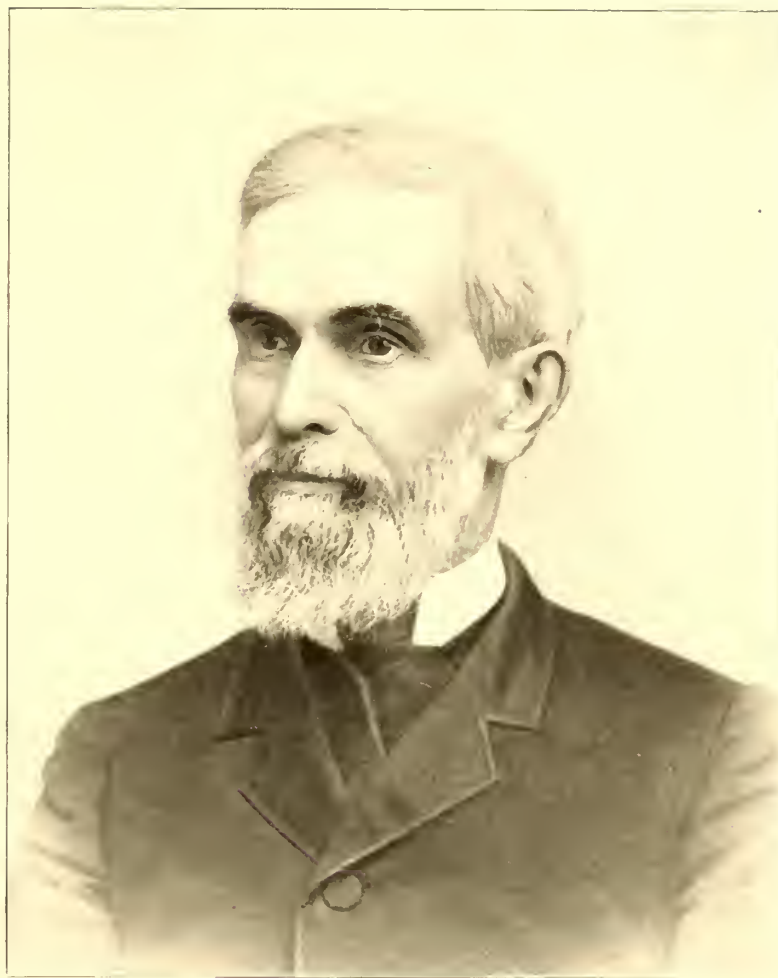
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I came from Massachusetts to join the teaching force in October, 1858, and I remained in the faculty until June, 1890. When I came, Bloomington contained about 7,000 people; it had not a foot of pavement, and but very few sidewalks. The fall and early winter of that year were very rainy, so that I had an impressive introduction to Illinois mud. Of course, it was tracked into the school room, where it dried and was set afloat by the sweepers' broom, to settle on books and furniture.

One of the students of those days, describing the building nearly twenty-five years afterward, uses this language, to whose truth I can testify from personal knowledge: "The walls of the old house were rickety; and iron girders, with huge S's at the ends, held in place the brick masonry. Our assembly room was in the third story. In the second story, were recitation rooms, rather dark, and ill-adapted to our needs. Grocery and hardware stores occupied the first floor. The building was heated by a coal stove in each room; and, as Illinois coal is gaseous and explosive, the stove doors were frequently blown open, with loud sounds and clouds of yellow smoke."

Notwithstanding these unfavorable conditions, I found here a noble band of about eighty students, many of whom have since made a good record in this and in other states. Some of them are still occupying prominent places in the educational world, some have gone into other occupations, and some have fallen asleep.

Mr. Henry B. Norton, one of those students and one of the brightest persons ever graduated from the Normal, in writing for the quarter-centennial celebration in 1882, uses the following language, in describing the school and the students in those days: "We were shabbily dressed in those days. I think my pantaloons were generally too short, and my coats seemed to have been made for some other person. We were very poor, but very plucky. We boarded ourselves, mainly on corn mush, washed the floors and built the fires at Normal Hall, worked hard, lived hard, and were poorly provided with all things. Our parents were sad-faced, struggling pioneers of the prairies. But we were cheery, resolute and happy in our life and in our work. To the toiling youth of frontier homes, thirsting for knowledge,



DR. EDWIN C. HEWETT.

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the Illinois Normal University opened the gateways of a new life. We loved it, rejoiced in it, and were thoroughly loyal to its name and fame.

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We were free in our conduct, to a singular extent. No school rules rested upon us. Our hours and our methods were wholly our own. We lived as we pleased, formed our friendships and associations, made our calls, and managed our affairs, entirely at our own choice and pleasure. Very few schools were ever so slightly governed. Nevertheless the record of those days was a thoroughly Spartan one. We were from Puritan households, disciplined in self-restraint. Industry and poverty were our safe-guards."

On the first Saturday after my arrival in Bloomington, the rain graciously suspended operation for a little, and I made a trip to Normal, then called "The Junction," or North Bloomington. The basement of the building was nearly completed, but all work on it was at a standstill, and had been for many months. The campus was a cornfield, with plenty of cornstalks, but not a tree or shrub upon it. The old farm, of which it formed a part, was bounded by a ditch on the west side of what is now Fell avenue. East of that, was only raw, unbroken prairie.

Streets had been laid out, but none were opened. Some of the magnificent elms that now shade the streets had been planted; but they were mere sticks an inch or two in diameter. The house lots of Principal Hovey, where Mr. Augustine now lives, were surrounded by a young hedge just set out; and the lots where Mr. John W. Aldrich lives, had just been plowed.

The school was hardly settled in its new quarters when the civil war broke out. A few of the young men volunteered at the first call, in April, 1861. During the spring term almost all the young men drilled every day. The drill-ground was just where the buildings of the public schools now stand. This spot had been used for the burning of the brick for the walls of the University. It made a very convenient parade ground. The clay for these brick had been dug just where the first house east of the Baptist church now stands.

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During the summer, after the battle of Bull Run, President Hovey, all the teachers but two, and almost all the male students volunteered.

In June, 1862, Richard Edwards was appointed as president. Thomas Metcalf and Albert Stetson joined us in the fall. Charles F. Childs, the founder of the High School, had come to us a few months earlier.

Now began the second stage in the history of this institution. We were all comparatively young men, full of pluck and a determination to make the school worthy of regard, and to compel a regard for it. We put ourselves into it in full measure. We traveled up and down the state attending institutes and teachers' meetings, riding in the trains by night and speaking by day. For several summers, we worked in summer institutes here at Normal, from two to four weeks at a time, *without a cent of extra pay*.

Squabbles in the faculty, there were none. Conflicts between the students and faculty were very few. The teachers took part with the students in the work of the societies, and in social affairs, on terms of perfect equality. One frequent feature of the society work in those days was the comic debate. In these debates, a ludicrous or absurd question was chosen, and then argued with all gravity and seriousness.

The first one occurred in the winter or spring of 1862, at a time when, in addition to the strain and excitement regarding national affairs, there was some friction in the internal affairs of the school. The question for debate was something like this: "Is Mother Goose to be believed when she said: 'Hey diddle, diddle, the cat's in the fiddle, etc.'"

I had the affirmative, and presented arguments like the following: The cow might jump over the moon, for no one knows how far off the moon is. Astronomers pretend to tell us, but they guess at one quarter and multiply by four. Then by a labored calculation, I showed how many fleas a cow would equal in bulk. Then, by multiplying the distance one flea can jump, by the number of fleas a cow would equal, I had an enormous distance. But, most conclusive of all, I had seen a picture in which the cow was directly over the moon.

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My opponent, Dr. Sewall, enlarged upon the dangers to society that would follow a faith in Mother Goose. He pictured a little boy sitting on his father's doorstep eating his supper of bread and milk, but nervously clutching spoon and dish all the time, lest they run off together. Then, pulling out of his pocket a copy of Mother Goose, he read:

“Needles and pins, needles and pins,
When a man marries his trouble begins.”

Then he pathetically showed the dire effect of establishing faith in an author who promulgated such sentiments.

I do not remember which side won the debate. But the fun did much to smooth the friction, and comic debates became popular.

I have confined these reminiscences to a period of thirty years and more ago. Only a few can tell these old-time stories now, but there are many who can tell the stories of later times.

EDWIN C. HEWETT.

1890—1898.

THE REAL INVENTOR OF THE PHONOGRAPH.

And you really think that you know who invented the phonograph? You suppose it to be a modern invention. Well, it was ever thus. To have one's name spelled incorrectly in the dispatches when he fell on the field of glory, leading the forlorn hope, is the irony of fate, and so it is to have the glories of a great invention ascribed to some presumptuous fellow who is not entitled to it at all, while the real discoverer is forgotten if indeed he is ever known. But justice has her own way of bringing to the deserving their real reward, and in this particular instance I am the humble instrument of the blind-folded woman with the scales.

It was in the early months of 1863. “Gene” Baldwin had just come back from the army to resume his studies in the Normal School and to manage the affairs of the Wrightonian Society in his inimitable way. He was the quaintest of fellows, as he still is, though now

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JOHN W. COOK
1890-99

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pressing hard upon sixty. He wrote dramas in which it was my rare pleasure to "star." How he ever did it was a mystery. He had a room with the janitor in the basement of the Normal School building, for in those primitive days the professor of dust and ashes was given quarters in the lower regions as a partial compensation for his services. This fact, by the way, was frequently announced by the unmistakable odors of sauerkraut that came up to us all from below. But this is of no matter now and has nothing to do with the phonograph. It was in one of those cavernous apartments that Gene's genius exercised itself and composed his laughable comedies between the setting of the sun on Friday and the rising thereof on the next day.

His vein of dramatic capacity had a sudden pull-up, however, proving it to be a pocket after all, and so he betook himself to sundry other devices for the delectation of the beloved society. And thus it was that the weekly program on a certain Friday was the sensation of the term. It was announced that the long-hoped-for speaking machine had at last materialized and would appear in several of its choicest acts at the Wrightonian Society on the succeeding Saturday evening. Expectation was on tip-toe. In those days there was a large bookcase on the north side of the partition between the two old society halls, and under it a large and not altogether uncomfortable closet. In front of the case, on the momentous Saturday evening, stood a box mounted on four legs and hidden by a curtain. After an introductory address, in which Gene retailed his frequent disappointments in endeavoring to perfect a speaking machine, he declared that he had at last been successful and that it was his peculiar pleasure to demonstrate the fact to an expectant world. He drew the curtain, revealed the box, turned a crank, the operation being accompanied by a terrific clatter, and touched a spring. And the thing actually began to talk. Such a craning of necks and clamor of applause! Its speech was brief, the curtain was drawn and the scene was ended. Who was doubled up in the closet talking through the auger hole? The next time you visit Peoria and drop into the editorial rooms of the *Evening Star*, ask Gene.

JOHN W. COOK.

Board of Education

STATE OF ILLINOIS

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F. D. Marquis, Bloomington, Treasurer

Alfred Bayliss, Springfield, Ex-Officio Member and Secretary

RECENT CHANGES.



THE chief development of the Normal School during the past year, has been in the inauguration of the new course of study and in the reorganization of the practice school along the lines laid down by President Tompkins. The new course is justifying all its promises. Students of superior preparation from our best city high schools, graduates of village schools, and promising boys and girls fresh from the "centrals and finals" of the county superintendent—all find lines of work prepared for their particular needs. They recite in separate classes in nearly all subjects, even in the senior year. These different forms of the course require two, three and four years respectively, for their completion; they all contain substantially the same subjects; they differ only in the time required in these subjects. All graduates are supposed to reach about the same level in professional skill and knowledge, so far as the normal school can bring this to pass.

While each of these three lines is planned for a specific type of ability and preparation, not all of our students conform to any of the three. To secure a measure of flexibility by which each student may satisfy his special needs, it is provided that the individual curriculum need not lie wholly in any one of these three forms of the course. He may require two or three terms to get a credit in one branch, and only a single term in another branch of no less importance. Students are thus completing their courses at various dates in the school year. Ten students not enrolled this term will receive their diplomas on May 31. Others are filling up the year with extra studies.

The course seems to accord with the wishes of the students. The only apparent excep-

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tions are among those who regard preparing for a certificate rather than learning to teach as the chief end of man during his residence in Normal. Composition and elementary science, especially as bearing upon agriculture, are required in our state course of study, but they are not demanded for a teacher's certificate. Hence they are regarded as incidental and "useless" branches, always to be omitted unless the student has plenty of leisure to waste upon non-essentials. With students limited to four studies and more instructors provided in the faculty, more classes and smaller classes have become possible. As a rule, the classes in the subject are not mere sections of the same class; they stand for different preparation and advance at unequal rates of speed.

The new organization of the practice school has brought the Model School and the Normal faculty into closer touch. The head teachers in geography, reading and other branches have general oversight of the matter to be taught in their respective lines, and visit the classes frequently. The professor of the science and art of instruction is supervisor of practice. The president arranges the practical school program, and assigns teachers to the various classes. A critic teacher in each room to lay out the work from week to week, to examine the daily plans of the student-teacher, to do part of the teaching themselves, and to be present nearly all the time with sympathetic and helpful criticism makes possible a better practice school than we have ever known.

The lack of children to teach has been for several years a serious drawback in the practice school. For next year there has been arranged a union with the public school system. Five hundred and forty children in the first eight school years will be distributed among twelve rooms, eight of which will be practice schools, each in charge of a critic teacher. Normal students preparing for high school positions, will have opportunity for training in that field. The preparatory class will be retained in the Normal building; the rest of the high school department of the Model School will be abandoned.

The large attendance in the summer of 1900 has induced the State Board of Education to arrange for a summer term as a permanent feature of the school calendar. While

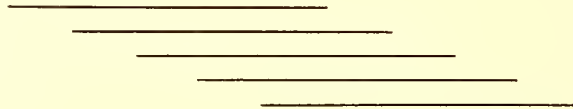
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primarily established for teachers not formerly enrolled, it is largely attended by regular students who wish to take extra branches or make up deficiencies, and by former students, now teaching, who may thus advance in their course. One of the most fortunate results is the increasing number of such people that are induced to press forward to graduation.

It is never entirely safe to promise much with regard to the future. If the legislature deals as generously with us as now seems probable, the present summer will witness substantial improvements in buildings and grounds, a large addition to our library, additional equipment of laboratories, of the department of art, and a variety of new appointments that will beautify our halls and class rooms. The department of music will be reinstated, and singing will occupy in the daily program the space that it merits. Other departments and additional instructors are planned. The prospects for a continued development are bright. Normal training for teachers is constantly growing in public favor. The heavy expenditure in building and equipping three new institutions may at times give the taxpayer pause, yet no burden is so cheerfully borne as the cost of the public schools. The normal school is essential to their highest efficiency. The hundreds of devoted teachers from this institution are daily demonstrating the value of its work, and are the sure guaranty of its perpetuity.

DAVID FELMLEY.



Mr. Tompkins' cut could not be secured, thus he was left out. President in 1899-1900.



THE PRACTICE SCHOOL.

THE SENIOR EDITORIAL.



THE glorious twentieth century dawned upon the dear old Normal with as brilliant a class of Seniors within its walls as any that has been found there in the past, or any that will be welcomed in the future.

President Felmley said last year at a banquet that this class was especially beloved by the faculty, and the delightful dinner at which we were recently entertained made us positive that the president was right, as he "generally" is.

Our greatness is due to various causes, among others is the "unity amid diversity" that has characterized the class. This diversity has been strongly brought out in the class meetings, which far surpassed the Ciceronian Society in their opportunity for oratory and debate. The unity has been secured by our having for a leader a true Knight and our unswerving devotion to Wright.

Many and varied have been our experiences. The school has had three presidents during our career, and as a result our class is made up of three distinct types of character. There are those of our number who go about with that self-sufficient air that says, "I am a social force." Then we have the ones whose emotional side predominates, their favorite theme is the philosophy of love. The third class revel in the realm of intellect. They say with Bacon and Felmley, "I have taken all knowledge to be my province."

A certain lecturer gives an original version of an old passage. It used to be "Open your mouth and the Lord will fill it." He says, "Fill your mouth and the Lord will open it." Now the Seniors of 1901 have gone through the filling process. We each bought a copy of Rosenkranz because we always obey orders, and we were told to "buy a book." We not only did

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this, but we "read the book" and we "absorbed" the book,—one apiece. It is plain to be seen, either by the inductive, deductive or dialectic process of reasoning, that if there isn't a speedy outlet for some of this knowledge there must be a terrible explosion. So we are glad to go forth to our work.

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We wish to give a few suggestions that may serve as an "aim" for the work of the next Section A. In the notices given regarding the use of the library you will learn that library rules, like the rules of German grammar, have exceptions. Know this also, that Section A is the *only* exception. If you are fortunate enough to be in Section A, when you are sitting next to a member of your class in the library you may raise your eyes from your book and look at your neighbor for the space of a minute if your neighbor be of the same sex, but if he be of the opposite sex for a half minute. You may even venture to smile or say three words during a period of three hours.

Notwithstanding the desire we have to enter upon our work we are sorry to leave the sheltering protection of our dear *alma mater*. We love these teachers, who have been such an inspiration to us. Then there is a feeling of regret that comes when we think of the effect that our absence must produce. What a desert journey you, who are left, will have when you can no longer pause beside the laughing Brooks and the refreshing Wells.

With these few words of parting the Class of 1901 bids you farewell. F.R.E.S.

* * * *

SENIOR CLASS OFFICERS.

LEE KNIGHT,	President	JOSEPHINE SERF,	Vice-President
JACOB HEINZELMAN,	Treasurer	JAMES FORDEN,	Secretary

Class Motto: "PERGAMUS."

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CLASS OF 1901.

J. H. MORTON.

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Are you saddened then, my classmates?
Do you dread the parting hour?
Do you wish that we might linger
As in days now gone before?
Are you loth to part from Normal,
And to bid your fond adieu
To the teachers who have trained us?
Teachers who have been so true!

Nay; we'll not leave all behind us,
For we'll carry with us there,
To the field wherein we labor,
What we've slowly gathered here.

Then when May-days have departed,
And we're older grown than now;
When the marks of life's endeavors
Have been traced upon our brows;
When, perchance, the way grows weary
As we slowly travel through
All the dark and lonely passes
That are waiting me and you;
When adown the misty future
We have traveled, classmates, on,
And the hopes of youth are measured
In the laurels lost or won;
When in search of life's enjoyment
We shall turn to memory's store,
And with joyful recollection
View the events gone before,
We shall then with lasting pleasure
Stop in Normal's sacred halls,
Sacred through the lives of many
Trained within her noble walls.

We shall find a joyful haven
As we gladly linger here,
On the scene of early pleasures,
On the scene we hold so dear.

To our teachers we are thankful
For the measures they have filled,
For the ideals they have given us,
Waiting now to be fulfilled.

So we'll gladly go and labor
And, perchance, in others' lives
Fill the measure rounded nicely
That they've helped to fill in ours.
And although we wander widely,
Each one in a field alone,
Yet our work will ever bind us
To our early happy home.

Cheer our parting, then, my classmates,
While we go forth one by one,
And we'll e'er be one in spirit,
Class of nineteen hundred one.

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*"Titles of honor add not their worth who
are themselves honors to their titles."*



DAVID FELMLEY, A.B.—

President.

"The man who can do more things and do
them well than any other man I ever knew."
"To every nobler virtue bred."—*Burns.*

HENRY McCORMICK, PH.D.—

*Vice-President. Professor of History and
Geography.*

"Noble he is, condemning all things mean,
His truth unquestioned, and his soul serene."
—*Crabbe.*

J. ROSE COLBY, PH.D.—

Preceptress. Professor of Literature.

"For she is wise if I can judge of her."
—*Shakespeare.*
"She spread around that silent spell
That made all spirits love her well."

BUEL P. COLTON, A.M.—

Professor of Natural Sciences.

"Speech is reason's brother, and a kingly pre-
rogative of man."—*Tupper.*

O. L. MANCHESTER, A.M.—

*Professor of Latin, German and Political
Economy.*

"And today from old 24 a jolly professor comes,
To modestly wear on his bended head a wreath
of enconiums,
For his boys are back in the Latin room be-
neath his puzzled gaze,
As they clutch in 'prose composition' for an
idiomatic phrase;
But they see, through the face of a scholar, the
heart of a loving man,
And love is the laws fulfilling since time
and the world began."—*H.S.F.*



FACULTY GROUP.

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CHARLES AMMERMAN—

Professor of Mathematics.

"I lif (f) at peace with the world."

WM. W. BLACK, PH.D.—

Supervisor of Practice School.

"There's nothing black about him but his name."

"A gentle man on whom I build an absolute trust.—*Shakespeare.*

MANFRED J. HOLMES, B.L.—

Assistant in Mental Science and Didactics.

"Exceeding wise, fairspoken and persuading."
—*Shakespeare.*

MARY HARTMANN, A.M.—

Assistant in Mathematics.

"The mildest manner, and the gentlest (?) heart."

CLARISSA E. ELA—

Teacher of Drawing.

"Clearly a superior woman."

EVA WILKINS—

Assistant in History and Geography.

"Fair without, faithful within."

—*Tennyson.*

AMELIA F. LUCAS—

Teacher of Reading and Gymnastics.

"An animated form that speaks a mind within."
—*Akenside.*

ELIZABETH MAVITY.

Teacher of Grammar.

"Virtues hath she many mo'
Than I with pen hath skill to show."
—*Earl of Surrey.*

FRED D. BARBER.

"In the right place is his heart,
And his hand is ready and willing."
—*Longfellow.*

B. C. EDWARDS—

Teacher of Gymnastics and Reading.

"Strong to the end, a man of men."
—*Whittier.*

ELMER W. CAVINS—

Teacher of Penmanship and Orthography.

"All that life can rate
Worth name of life in thee hath estimate."
—*Shakespeare.*

IRENE M. BLANCHARD—

Assistant in Languages.

"Her air, her manner, all who saw admired;
Courteous tho' coy, and gentle tho' retired."
—*Crabbe.*

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CHARLES W. WHITTEN—

Assistant in Mathematics and Science.

"Your brain well furnished, and your tongue
well taught,
To press with energy your ardent thought."
—*Cowper.*

FRANK S. BOGARDUS—

Principal of Practice School.

"An honest soul, i' faith, sir—by my troth he
is, as ever broke bread."—*Shakespeare.*

ANNA A. STANLEY—

Training Teacher, Grammar Grades.

"Her candle goeth not out by night."
—*Proverbs.*

ANNA G. KING—

Critic Teacher, First Grade.

"Here is a dear, a true industrious friend."
—*Shakespeare.*

CLARA SNELL—

Critic Teacher, Fourth Grade.

"A smooth and steadfast mind,
Gentle thoughts, and calm desires."
—*Carew.*

JESSIE DILLON—

Critic Teacher, Third Grade.

"If she smiled, a light was on her face."
—*Coleridge.*

ELEANOR HAMPTON—

Critic Teacher, Fifth Grade.

"In every look, word, deed, and tho't,
Nothing but sweet and womanly."

GENEVIEVE CLARKE—

Critic Teacher, Sixth Grade.

"A face with gladness overspread,
Sweet looks by human kindness bred."
—*Wordsworth.*

WILL H. JOHNSON—

Critic Teacher, Second Grade.

"How perfectly exquisite."

MILFRED JOHNSTON—

Assistant Librarian.

"He is complete in feature and in mind,
With all good grace to grace a gentleman."
—*Shakespeare.*

ANGE V. MILNER—

Librarian.

"Whew! Look out—"

PRESIDENT DAVID FELMLEY

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IT IS a matter of history that personages of humble caliber have sometimes succeeded in preserving their own names to posterity by becoming the biographers of great men. So here goes. The worst criticism that we have to pass upon our new and our dear president, we shall make right here at the start and have done with it: *he isn't any bigger than he ought to be*. If some inches were added to his stature he might be just six feet tall. He weighs x pounds. How old he is, we are not going to tell you, but lest this omission detract too much from the value of our sketch, we will say, if you must know, look in THE INDEX for '93, use the birth-year there given as a subtrahend, 1901 as a minuend, and the remainder will be his age. Our president's complexion is light, so is his hair, and as yet, like that of all of the faculty (we did not say Section A), unimpaired. His ears reach to the whisperers' gallery in the southeast corner of the big room. His eyes—well now, we don't know; wife keeps track of such things for our family. He wears pretty good, well-fitting clothes; his shoes are two in number.

Our president never addresses people as “say.” He can tell a story better than he thinks he can, enjoys a good joke, and can stand one on himself—all but that one about John and why he came to school so early one morning. He is of athletic tendencies, pitches horseshoes with precision, loves to kick the big, black foot ball; lands immense fish at faculty picnics; holds a record of having caught a fly in center-field (Section A vs. Faculty, spring of '95). We trust that this personal description, written largely for the benefit of readers of THE INDEX in foreign lands, will be found general enough to be accurate and yet sufficient to insure the speedy identification of our president if he ever be lost.

The Index

As we turn now to purely mental attributes, we are at once confronted by a difficulty, one that almost of necessity confronts the biographers of remarkable men. We are going to make only the most truthful and conservative statements, yet we fear that our characterization may read to some like wholesale flattery, and most of all quite possibly read so to the president himself.

Mr. Felmley's most conspicuous characteristic is his breadth of knowledge. At the Central Illinois Teachers' Association at Decatur this last spring, the chairman of the meeting introduced Mr. F. to the audience as "the man who could do more things and do them well than any other man he knew." The applause that followed showed that the teachers agreed. We have been told by a fellow-collegian of his, that at Michigan University Mr. Felmley easily led his class, not simply in one line, *but in all lines*. Some of us who once thought that we might be called upon to do that thing and who now remember how far we came from doing it in any line at all, realize what such a statement means. Our president is a splendid mathematician, is widely read in history and literature, is an all-around and an enthusiastic scientist, a classical scholar, and knows more economics than most of the teachers of economics. It gives us pleasure to have this semi-public chance to say: we consider Mr. F. the greatest pedagogy man we ever met. Many might not agree with us here, but we have little use for a pedagogy that is at all foggy, or that is largely theory, or of a pedagogy man who cannot himself teach. That Mr. F. is the quintessence of clearness, is the embodiment of the practical, is a most successful teacher, employing only the very best of methods, no one who knows him at all well will deny. Few men are more honored by the teachers of Illinois than he.

Between ten and eleven years ago when the writer came to Normal, the faculty had not yet ceased to wonder at the wealth of learning daily displayed by a late arrival who had come up out of the land of Egypt the fall before. One day President Cook thought he would catch the savant on something that he didn't know. He said: "Mr. Felmley, how deep is

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such-and-such a river so many miles below so-and-so?" The answer came like a flash: "Eighteen inches—if you go out just far enough from the bank."

Our president is not to blame for knowing so many things—he can't help it. It is due to his *Scharfsinn*, as the Germans call it; to his tireless industry, and to his wonderful memory. *Scharfsinn* means clearness of mental vision. Who sees more clearly than Mr. F.? Few ever come into contact with him without getting an inspiration towards exactness in knowledge. How easily he distinguishes the essential from the non-essential. The latter he may forget; the former he never does. We remember that Mr. Cook once said Mr. F. might be tracked by the trail of forgotten things he left behind him. But that was only a brotherly slander. Why, Mr. F. collected electric light bills for years in this town and never forgot the author once. We believe him to have the three prerequisites of a good memory: "clear vision, good digestion and a clear conscience." Nature made our president a tireless worker. His friends are sometimes fearful that he may work too hard. No wonder he knows a lot. It's like the case of the reservoir fed continually and by the clearest of streams, and losing nothing from leakage.

But we must be brief. We were not asked to write the whole INDEX. Our president is an orator. He speaks with more exactness and more fluency off-hand than most of us poor mortals with the most painstaking preparation. The influence that such a man may have upon others is wonderful. We do not mean simply from the platform, but in the common every-day affairs of life. Mr. Felmley has usually been regarded as a radical. But those that know him best, know that there is a conservative vein running through his nature, that he is a defender and lover of many dear old ways. Now that he has the fate of a great school on his hands he has become as careful and judicial as could be wished. He is a true democrat and has the well-being of the common people at heart. He has boundless faith in human nature; does not accept the total depravity idea at all. He has the religion of an honest man. What devotion to duty and to principle is, that one learns when he learns to know him. Very unjustly have those judged him who have attributed to him a cold heart.

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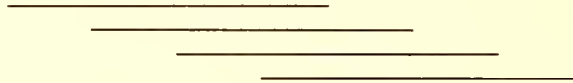
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He sees the mistakes of others so plainly and points them out so clearly, his hatred of inexactness is so intense, his love of truth is so strong, that the vigorous assaults he makes in his classroom against error seem almost like personal attacks. Yet his heart is big and he feels just as much like crying when he has to flunk anybody as do all the rest of the faculty. He is popular with the students. "We like him if he does roast us in Rozenkranz," Section A puts it.

President Felmley's beautiful home is made happy by the love of a genuine and charming woman, and by three bright children.

With the utmost confidence, students, faculty, alumni, friends of the Illinois State Normal University look forward towards its future under the direction of this man.

We have concluded upon reading through what we have written that the above might not make the author famous, and will simply sign an initial that may stand for anything from Madagascar to Misery and Mystery. M.



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WADING THROUGH ROSENKRANZ.



SECTION A---Group 1.

GRADUATES.



"Let these words describe the indescribable."

¹ Lilian Gray—

"The heavens such grace did lend her."

² Anna Gillan—

"I don't care who he is, just so he's a boy."

³ Josiah C. Hoke

"He speaks as his understanding instructs him, and as
his honesty gives him utterance."

⁴ Ida Loring—

"An open-hearted maiden, pure and true."

⁵ Martha Phillips—

"Even the light harebell raised its head
Elastic from her airy tread."

⁶ George Wright—

"There's nothing serious in mortality; all is but toys."

⁷ ⁸ Jennie and Jessie Wells—

"Not a word to each other; we kept the great pace—
Neck by neck, stride by stride, never changing our
place."

⁹ W. Vernon Skiles—

"An elegant scholar, having the graces of speech, and
skill in the turning of the phrases"

¹⁰ Julia Coffman—

"When she will, she will, you may depend upon't;
And when she won't, she won't, and there's an end on't."

¹¹ Edith M. Hoit—

"Tell me, hast thou beheld a fresher gentlewoman?
Such a war of white and red within her cheeks."

¹² Annie M. Broadhead—

"Mild be the sun on this sweet, blushing flower."

¹³ Florence Pitts—

"The floating clouds their state shall lend
To her, for her the willow bend "

¹⁴ Daisy Morris—

"She has a grace in being gay,
That even mourners do approve."

¹⁵ Mamie Haines—

"She seemed a splendid angel newly dressed, save wings,
for heaven."

¹⁶ Grace M. Allen—

"A noble type of good
Heroic womanhood."—*Longfellow*.

¹⁷ Orville Gunnell

"The very pink of courtesy."

¹⁸ Samuel Brooks—

"Our partings, though late, appear always too soon."

¹⁹ Edith Higgins—

"Round her she made an atmosphere of life."



SECTION A---Group 2.

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20 Elvira Mark—

"In every rank, or great, or small,
'Tis industry supports us all."

21 Birdie Major—

"A modest little creature bent on doing good."

22 Clarence Burt

"Coming events cast their shadows before."

23 Ida Fleischer—

"Fair vision was that half-averted face."

24 James Forden —

"Give, Oh! give me back my heart."

25 Florence Eldredge—

"They are the lovely, they in whom unite
Youth's fleeting charms with virtue's lovely light."

26 Frances Mann

"A lovelier flower on earth was never sown."

27 Edna Fritter —

"Nor bold, nor shy, nor short, nor tall,
But a new mingling of them all."—*Longfellow*.

28 Clara Fritter—

"A happy soul that all the way
To heaven bath a summer's day,"
"Edny" got a ten that belonged to me, and I'm so mad."

29 Sarah Hummel—

"Oh! she will sing the savageness out of a bear."

30 Susie Merker—

"She faltered: 'Unprepared, I can't recite.'"

31 Arthur Rape—

"Thine honor is my life, both grow in one,
Take honor from me and my life is done!"

32 George Baker—

"A man of honor, of noble and generous nature."

33 Frank George—

"So now! The world is my oyster, which I with my sword
shall open."

34 Birdie Greene—

"A little fairy; she flitteth here and there."

35 Cora Dexheimer—

"The eloquent blood spoke in her cheeks and so distinctly
wrought,
You almost might have said her body tho't."

36 Josephine Serf

"Women will love her, that she is a woman more worth
than any man;
Men, that she is the rarest of all women."

37 Jennie Ford —

"A straight mind that envies not."—*Johnson*.

38 Florence Uzzell —

"The center of order, the balm of distress, and the mirror
of beauty."

39 Amelia Gmehlin—

"Thy actions to thy words accord."—*Milton*.

40 Bessie Harrington

"A form more fair, a face more sweet,
Ne'er has it been my lot to meet."—*Whittier*.

41 Edna Crawson—

"Courteous, and fair and full of meekness,
Cheerful, and good and lowly, I vouch ensure."—*Chaucer*.

42 Clara Trimble—

"A face in which did meet
Sweet records: promises as sweet."

43 Jacob Heinzelman —

"For God on thee abundantly His gifts hast also poured."
—*Milton*.

44 Sophia Camenisch—

"One too wholly true to dream untruth."—*Tennyson*.



SECTION A---Group 3.

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|---|--|
| <p>45 Mertie Dillon—
 "Her modest looks a cottage might adorn."</p> <p>46 James Morton—
 "His heart's his mouth;
 What his heart forges, that his tongue must vent."</p> <p>47 Louise Reinmiller—
 "Love me little, love me long,
 Is the burden of my song."</p> <p>48 Gertrude Heller—
 "The shadowing lash unveiled the dark eyes bright."</p> <p>49 William Hawkes—
 "A reasoning rather than a reasonable animal."</p> <p>50 Laura G. Foster—
 "Vanity, thy name is woman."</p> <p>51 Clara Wetzel—
 "By diligence she wins her way."</p> <p>52 William Otto—
 "Young in years, but old in wisdom."</p> <p>53 Luella Dilley—
 "Variable as the shade by the light quivering aspen made."</p> <p>54 Lee Knight—
 "He is a veray parfet, gentil knight."</p> | <p>55 Pearl Prickett—
 "Dat's what I Fink."</p> <p>56 Harvey Urban—
 "Be to thy Harvey ever kind and true,
 And live for Him who more than dies for you."</p> <p>57 Olive Peck—
 "A soul you may trust as the kind and the just,
 And I'm sure the wide world holds no treasure so rare."</p> <p>58 George Larson—
 "I am, Sir Oracle; and when I ope my lips, let no dog
 bark."</p> <p>59 Mary Calder—
 "A modest maid from deestrick skule."</p> <p>60 Edna Gertrude Mills—
 "Fitted to move in courts or walk the shade,
 With innocence and contemplation joined."</p> <p>61 Nellie Clancy—
 "Alas for dreams, and plans and schemes,
 All days were not so easy:
 For mathematics is an awful solemn thing;
 E'en those who pull on a piece of string,
 In this went well-nigh crazy."</p> <p>Aaron Heyward—
 "Truly he is one of nature's noblemen."</p> <p>Minnie Hallock—
 "Thy modesty's a candle to thy merit."</p> |
|---|--|



CLASS SPEAKERS.

Josiah Hoke

Lora Dexheimer
J. H. Heinzelman

Florence E. Pitts

Lee Knight
Clara Trimble

Josephine Serf

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SENIOR CLASS NIGHT PROGRAM.

NORMAL HALL.

Comedetta—A Proposal under Difficulties, J. K. BANGS

CAST OF CHARACTERS:

Robert Yardsley,	{ Suitors for the Hand of Dorothy	A VERNON SKILES
Jack Barlow,	{	ORVILLE GUNNELL
Dorothy Andrews, a Much Loved Young Lady		FRANCES MANN
Jennie, a Housemaid,		SOPHIA CAMENISCH

SYNOPSIS—So far so good—Practice—Jennie accepts—Barlow—Too nice to be in doors—Dorothy and the two suitors—The portfolio—It's pleasant out—Jennie confounded—
I have something to say—I'll go and prepare the tea myself—If you wish to go,
I'll say good-bye for you—I forgot to put in the tea—Jennie and the duster—Save
yourself—An explanation—I'll be second best man—Good-bye.

Farce—Homeopathy, J. C. FRANK

CAST OF CHARACTERS:

JERRY MCGILLICUDDY, from the ould sod	SAMUEL BROOKS
MR. GORGIBUS, fond of philosophy	ARTHUR O. RAPE
DEACON SILVERGARB, in search of a wife	JAS. P. MORTON
CHARLES, a persecuted lover	WILLIAM OTTO
SUSIE GORGIBUS, a pretty blossom	GERTRUDE MILLS
ADOLPHUS TOPHEADY, just married	HARVEY URBAN
ANNA (her cousin) young and lively	EDITH HIGGINS
MRS. BANGS, not married, but wants to be	FLORENCE UZZELL

SYNOPSIS.

SCENE I—The Plan—Jerry Employed.

SCENE II—Gorgibus and Deacon Deceived—Jerry in Love.

SCENE III—Jerry Gets Another Patient—Jerry Helps Charles Out Again.

SCENE IV—The Escape—The Deacon Understands.

Reception to Juniors and Faculty * * * * Song—BOYS' GLEE CLUB
TOASTS—“Section A Girls,” President Felmley; “Section A Boys,” Miss Mavity; “Section
C,” Julia Coffman; “Faculty,” George Wright.

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The Rosebuds (Sect. "C") encased in their green coverings, just ready to burst into the glory of Section "A."

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JUNIOR CLASS.

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DOUTBTLESS in the last forty-four years, during which the I.S.N.U. has been in existence, it has never held within its walls so promising a conglomeration of human beings as is found in this Junior Class. What the school did before we came we haven't the slightest idea, neither have we any doubt but that it will wish to close its doors when we are gone and say that it dies content, that it has accomplished a great end and is satisfied.

How can Mr. Manchester ever see those puns in Cicero without having us to point them out to him? How can Mr. Ammerman ever prove rectangle A equivalent to rectangle A' without us to guide his wandering steps? How can President Felmley ever know what is best for the school without us to show him just what steps he should take? O fated I.S.N.U. what *will* your faculty do without us, for we cannot stay with you forever, though some of us have been with you for many years and are apt to stay longer yet than the one short year which seems now to intervene between the present and the time when we must say good-bye. But we will keep a watchful eye on you in future years when we are not with you and will be ever ready to stand between you and danger. If you ever need any advice, if your faculty ever gets in so deep that it cannot get out do not fail to call on us.

What heads we have to be sure. What a faculty for flunking. Surely there was never a class that could excel us in this. What girls we have. Whenever they play tennis they are sure that the side that gets "love" wins. If it be basket ball with the girls of Section A they impress indelibly upon the minds of those girls how great is Section C. What artists

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they are, else how could they ever get up such complexions. In short what a Gay, Sweet, Bliss(ful) crowd they are; surely they cannot help making great marks in the world.

And the boys! We know that every one of them will be president, though it may be of a committee of one whose object is to see that some one of the girls has a sufficient knowledge of the heavenly bodies. If the brain were the only vital spot in the body there would be no danger at all in war for them. If the battle were fought with swords they would be sure to come out ahead, for they are very fleet of foot.

But really now, although we have our faults as does everybody else, we are as much in love with the work we have chosen and have as earnest desires to do good in the world as any class which has ever been in Normal. We felt that we could best serve our fellow men by coming here and preparing ourselves for teachers, and we know that there is no nobler profession than ours. Some of us have toiled for a year, some for two years and some longer, and it is our earnest desire that when after another year of work we shall have gone out from here and entered upon our chosen profession, the dear old I.S.N.U. can point with pride to each and every one of us and claim us as her children.

JUNIOR CLASS OFFICERS.

* * * *

CHARLES FINK, . . . President

ANNA FOREMAN, . . . Vice-President

CLARA PENSTONE, . . . Treasurer

CHAS. OATHOUT, . . . Secretary

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JUNIOR CLASS PROGRAM.



JUNIOR CLASS SONG

INSTRUMENTAL DUET,	Misses Le Stourgeon and Erbes
CLASS HISTORY,	Carrie Sparks
VOCAL SOLO,	Hattie Vail
ODE A LA BOUILLON,	Meta Zerweck
INSTRUMENTAL DUET,	Hamilton Wiley
CLASS PROPHECY,	Charles L. Fink
VOCAL SOLO,	Alice Cole
CLASS POEM,	Edward Criss
MARCH OF THE CHINESE LANTERNS—Misses Breining, Beadles, Dunlap, Waldorf, Stephenson, Gay, Lavery, Strauss, Sweet, Harrison, Cole and Bowman. Miss Le Stourgeon, pianist.	

CLASS SONG FOR THE SENIORS.

COMMITTEE ON ENTERTAINMENT.	COMMITTEE ON RECEPTION.
MISS DAVID, Chairman.	MISS VAIL, Chairman.
MISS STEPHENSON, MR. OATHOUT.	MISS HOLLSTEIN, ROY SKILES.

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SECTION F.

*"There's never a minute
That this class isn't in it."*

This little poem, for such 'tis meant to be,
Is written especially for one and all to see
The popularity of the renowned Section F,
Which is the section that never gets left.

In basket ball we are just the thing,
In chapel too our voices do ring;
In foot ball or tennis, whate'er it may be,
Right in with it Section F you'll surely see.

We always know the very latest of news,
And yet attend strictly to our p's and q's;
Some good folk may wonder how such things can be,
But just come to Normal and you will then see.

Now when the contest came off in its glory,
Section F was right there to tell the whole story,
And loud in the hall our voices did ring
When two of our members on contest did sing.

Oh, our teachers of us are very proud,
And well might they sing our praises aloud,
When at the end of each month high grades they do write
In the big book in the office, free to everyone's sight.

Even tho' other sections are jealous indeed,
When in all events we calmly take lead,
We just sweetly smile and give them the wink,
For we don't care what the others may think.

Thus onward for aye on the great sea of life
May our barge smoothly glide thru glory or strife,
Just as it does now at the I.S.N.U.,
Where we're working to realize our object in view.

And now, my friends, give three hearty cheers
For glorious Section F—may we live many years.



MABEL STRAUSS.

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SECTION I.



SECTION I began her career with this motto: "It is better to begin at the bottom and go up than at the top and come down." With this ever before us we entered school and have won many laurels. It is now only a matter of time until we shall wear that dignified title of Section A.

To show our authority for such a statement we might say that we have a number of the leading products of our country represented in our section, such as coal (Cole) and Coffey. We have a Prince and Queen (Regan), and Moore (more), we have Smith, a Shumaker and Mills.

When the cares of Normal "high life" surround us we escape into our Glenn or Ragsdale and there our faithful Cannon guards away all pursuers (the faculty). There we have all kinds of amusements and curiosities to ease our care-worn gray matter. For curiosities we have Cunninghams and a Reesman that is a woman, and many other interesting things for Section I boys.

In the midst of this beautiful glen lies the "Aladdin's Lamp" of Section I fame. It is the wonderful rock from which at the command of our famous Youle water rushes (Watrous's) out into the open sky in most brilliant colors and shades.

But we have had our troubles as well as Section A.

Most of us came from the peaceful farm and country town entirely unused to such a noise and bustle as we met when the gentleman, who, after our flight was over, calmly informed us that he was the Stotler of "trundle bed" fame, or the Hoke of Section A who

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really meant to do us no harm but to urge us to go to the Knapp or Durham club, for we have the prettiest "beaus" and "lassies" of all the clubs in town.

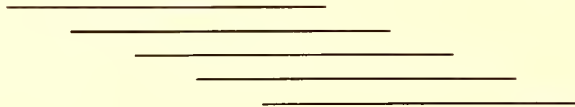
We might yet have stood all had it not been for Miss Hartman's 6.99 that we got at the end of the first month in our "metic," and that condensed library talk which "Ange" had especially prepared for us and which we received like "a boy having a bucket of ice water poured down his back."

We had many other notable incidents in our Section I, which space alone prohibits us from mentioning.

Hoping you will know us as Section C the coming year we will close with a short extract from "Shortfellow."

Lives of Section A reminds us
That we too can be sublime,
And departing leave behind us
6's when we wanted 9's.

H. C. W.





Orville J. Gunnell

Bessie W. Harrington
W. Vernon Skiles

Samuel J. Brooks



1. Miss Colby's idea of the ghost of a teacher.
3. Mr. Felmley planning the School Course.

2. Not Miss Colby's idea of the ghost of a teacher.
4. How to rope in five girls at one haul.
(Ask Mr. Otto.)

School Enterprises and Organizations.



Wrightonian Society

Philadelphian Society

Cicero

Sappho

Oratorical and Declamatory Contest

Inter-State Oratorical

Inter-State Debate

Y. M. C. A.

Y. W. C. A.

Boys' Glee Club

Lecture Course

Girls' Glee Club

Vidette

Basket Ball

PHILADELPHIA.



THE PAST year has been a very profitable one for both of the literary societies. Philadelphia has tried to make her programs valuable to all who have heard them, by having on the programs numbers from the best authors and also the best possible original numbers. In these efforts we feel that she has met with the greatest success. During the fall term Mr. Wright, the president, was called upon by the society to enter the annual contest between the two societies as one of the debaters. Though always ready to do all in his power for his society, but feeling that he could not do her justice with both the presidency and the contest, Mr. Wright resigned the presidency and Mr. O. J. Gunnell was elected to fill the office for the rest of the term. As the length of the fall term was changed this year from fifteen to twelve weeks the contest came early in the winter term instead of late in the fall term. But the president of the fall term did all in his power to forward the cause of Philadelphia in the contest, as did also all other Philadelphians. The contestants worked with a determination to win and were backed by the confidence of the whole society. But fate decided that we should only win three points, while the Wrightonian Society won four. But we have great hopes for another year, as very superior talent in all lines of society work has been brought to light in the past year.

The work of the winter term with Mr. Hoke as president and Miss Harrington as secretary was very interesting. Though we did not have as many programs as usual on account of several lectures which occurred on Saturday evening, those which were given were of such a character that it would be hard to surpass them in excellence. Everyone who took part in these programs seemed to be filled with the determination with which Mr. Cavins, at the



PHILADELPHIAN HALL.

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time of the dedication of the new hall, said that everyone who took part in the programs should be filled, namely, that he would be prepared to do his very best before he dared to appear on Philadelphia's new stage.

During the spring term, with Mr. Rape as president and Miss Penstone as secretary, we feel that we have done good work. In order to further uphold the principle which we maintain, that all our programs should give to those who hear them something which is worth taking away with them and retaining, we have made it a characteristic feature of our programs that each should be founded on some central idea. Some of them have been founded on the works of certain great authors and others on different phases of life. Though they have caused some extra effort and persistence we feel that the results have amply repaid all. The usual Philadelphian play was given May 4. Heretofore this has been one of Shakespeare's plays, but believing that these should not be attempted by any but expert actors we thought it best to give a modern play. The one chosen was "Diamonds and Hearts," a very interesting play in three acts.

Philadelphia's past has been a glorious one. She has had a function to fulfill and it has been well fulfilled. But this is an age of progress. Philadelphia must not be content with what she has done and is doing but she must have the ideal which she seeks to attain ever in advance and ever advancing.

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PHILADELPHIAN OFFICERS.

▲ ▲ ▲ ▲

FALL TERM.

President, { Geo. W. Wright.
 { O. J. Gunnell.
Vice-President, A. O. Rape.
Secretary, Grace Allen.
Asst. Secretary, C. E. Burt.
Treasurer, J. C. Hoke.
Asst. Treasurer, H. Russell.

WINTER TERM.

President, J. C. Hoke.
Vice-President, J. Roy Skiles.
Secretary, Bessie Harrington.
Asst. Secretary, Miss Merker.
Treasurer, Harrison Russell.
Asst. Treasurer, Roy Webster.

SPRING TERM.

President, A. O. Rape.
Vice-President, C. Hubert Oathout.
Secretary, Clara Penstone.
Asst. Secretary, Edith Cunningham.
Treasurer, George James.
Asst. Treasurer, Mr. McFarland.

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WRIGHTONIA.



AS WE look back over the life of the Wrightonian Society in the year 1900-1, we realize that it has made a decided advance, and we rejoice as we think of the blessing it has been to our school. A fine opportunity for all its members to develop their talents along literary lines especially, and entertainments are furnished that are of great value to those who take part and to those who listen.

The year's work opened with Vernon Skiles as president, and Jessie Wells as secretary. The special characteristic of all the programs is the increase of original numbers; perhaps that was more noticeable in the fall and winter terms than in the spring, at which time it is always very hard to do much vigorous mind work aside from the regular school duties. But even in the spring term very few Saturday evenings have passed without at least three original numbers.

The increase in that kind of work is certainly a strong proof of the progress of our society. Our programs could not be of half the value that they now are without the occasional farces, and the regular recitations and musical numbers, but all should be urged to take part in our orations, essays and debates, as the participant gains a vast amount more from the latter class than from the former.

Owing to the change in the length of the terms, new officers had to be elected before Thanksgiving. It was thought by some to be a bad plan for the contest work to be dropped by one set of officers and taken up by another, but all eagerly helped each other, and everything went smoothly. William Otto was president, and Carrie Sparks, secretary. The contest was a grand success, and Wrightonia was again victorious.



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During the spring term, Carrie Sparks has been our president, and Jacob Heinzelman our secretary. That they have been good leaders and have had faithful helpers is shown by the excellency of the programs, and the fact that the attendance has been far better than is usual in the spring term.

In order to pay off the debt that is hanging over Wrightonia's shoulders, it was thought best to give a play. The play, "Esmeralda," was given April 27, and reflected much credit upon the actors and upon those who trained the actors. The following is a synopsis of the play, and the play caste:

"ESMERALDA."

A play in four acts. Founded upon a story by Frances Hodgson Burnett.

CHARACTERS.

"OLD MAN" ROGERS, a North Carolina farmer	WILLIAM OTTO
LYDIA ANN ROGERS, his wife	FRANCES RICHARDS
ESMERALDA, his daughter	MINNIE ROBINSON
DAVE HARDY, a young Carolinian	HARVEY WHETZEL
ESTABROOK, a man of leisure	BERT WICKERSHAM
JACK DESMOND, an American artist in Paris	CHARLES FINK
NORA DESMOND, his sister	MARTHA PHILLIPS
KATE DESMOND, his sister	IDA LORING
MARQUIS DE MONTESSIN	GEORGE LAFFERTY
GEORGE DREW, an American speculator	W. VERNON SKILES

SYNOPSIS.

ACT I—In the Rogers Home, North Carolina, a Vein of Ore, and a Mother's Ambition.

ACT II—Desmond's Studio in Paris. Some Months Later. Wealth Changes Hands.

ACT III—Room in Rogers' House in Paris During a Ball. Esmeralda Wins.

ACT IV—Desmond's Studio. Hardy Wins.

We all feel satisfied with the year's results, and are confident that "our labor has not been in vain," as will be proved in our own lives and in the work of our society next year.

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WRIGHTONIAN OFFICERS.



FALL TERM.

President, W. Vernon Skiles
Vice-President, William Otto
Secretary, Jessie Wells
Treasurer, Geo. Lafferty

WINTER TERM.

President, William Otto
Vice-President, Samuel Brooks
Secretary, Carrie Sparks
Treasurer, Howard Stotler

SPRING TERM.

President, Carrie R. Sparks
Vice-President, Bertha Denning
Secretary, J. H. Heinzelman
Treasurer, F. J. Kammer

THE FORTIETH ANNUAL CONTEST.



ON DECEMBER 20, 1900, in Normal Hall, occurred the Fortieth Annual Contest between the Philadelphian and Wrightonian Societies. For several weeks before there had been manifest a more intense patriotism of the student to his society. The black and orange, or the lemon and lavender streamed out to the breeze from each student's shoulder. It was a sight that reminded one of descriptions of the tournaments in the olden times. Minature color rushes were common, and tongue contests, oh, my! It was generally remarked that the enthusiasm was the highest that it had been for many, many years. The president of each society seemed to carry with him a wholesale supply of enthusiasm powders. Monday night, of the contest week, the Philadelphians gathered in their society hall to encourage their contestants. Many rousing speeches were made, which resulted in such unbounded enthusiasm that Miss Colby was compelled to give us a little friendly scolding. Here, also, Mr. Bogardus suggested that each one should carry the hind foot of a rabbit in his pocket contest evening. Wednesday of the same week a basket ball game was played between the rival societies. Philadelphia came out victorious. But the Wrightonians still undaunted looked forward to the contest of intellectual power on the following Thursday night. At last Thursday came. At an early hour the hall began to fill, and by the time the judges arrived every seat was occupied. The scene was an interesting one. Enthusiasm and confidence manifested itself on almost every face. Of course each one *knew* that his contestant would win. How could he help but do so? Hadn't he heard the contestants rehearse their parts, and didn't he know how well each contestant was prepared?

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First came the debate. "This partook more largely of the combative character than has the average debate in the past. From the opening sentence to the close a battle royal was on, and when it was ended it required the practiced eye of an expert to say, 'Here one force gained ground and the other lost.'" But the thought work was worthy even of the keen Hawkes' eye and the candid Wright mind. The delivery of all the debaters was exceptionally good.

The musical numbers were all very pleasing. Miss Vail, the Philadelphian contestant in vocal music, pleased most in her second selection, "The Springtime." Miss File, the opposing Wrightonian contestant, pleased most in her first selection and in the softer strains. We all agreed with the young gentleman who said, "Those sweet, sweet songs! I could not think of contest."

Miss Carroll, the instrumentalist for the Philadelphian Society, made us hear the robins and their companions chirping, and we enjoyed them even to smiling when they battled a bit in the tree tops. Miss Wyllie pleased in the gentle falling, close handed runs with which Chopin links his more serious thought. Even the casual observer could see that Miss Wyllie had great talent.

Miss Mills, the essayist for Philadelphia, gave a very accurate and interesting presentation of the Faust idea, following Goethe's treatment closely. Miss Mills' delivery was very good. Miss Robinson's theme, "Individual Liberty," was well written, and had the contestant been at her normal standard of delivery, the decision might have been reversed.

Miss Page, the winner in the contest in recitation, has a pleasing presence and power which she has never used and possibly does not suspect herself possessed of. Miss Haines, the opponent, easily held her audience by her presence, power of interpretation and sincerity.

Mr. Barton's oration was up to the usual standard of his excellent work. "Mr. Forden's oration won because 'the man, the subject and the occasion' happily united and produced an effect that could not be produced with any one of these elements lacking."

The decision of the judges awarded the debate, instrumental music and the oration to the Wrightonians, and the vocal music, the essay and the declamation to the Philadelphians,

THURSDAY, DECEMBER 20, 1901.

▲ ▲ ▲ ▲

Essay, Goethe's Faust Character
EDNA GERTRUDE MILLS

Oration. . . The Salvation Army Idea in Social Reform.
JAMES R. FORDEN.

Philadelphians proposed the question.



CONTEST GROUP.

Roy F. Barton
Gertrude Mills

Lura File
George Wright

William Hawkes
Minnie Robinson

James Forden
Hattie Vail
Elizabeth Page

Electa Wyllie
Mamie Haines

Charles Oathout

Florence Carroll
J. H. Heinzelman

CICERO.



IN CHRONICLING the year's work of the Ciceronian Society the writer believes that not only the pleasures, the successes, the triumphs, but also the difficulties encountered should be given. At the beginning of the fall term a new party was organized — the Conservative. During the previous year the Ciceronian party had simply demolished the Liberal party. The Conservatives, however, were able to cope with the mighty Ciceronians, electing every president during the year except two. The presidents for the year, in their order of service, were: Gunnell, Hoke, Stice, McMurtry, Ropp and Boggess. As usual the strong work of the society has been its debates. Many questions, were debated on, the proper settlement of which is of vital importance to home as well as national interests. For example, it was decided after the most exhaustive and fiery discussion, that a curfew law requiring all Normal boys under 22 years to be at home by 9 p.m., unless accompanied by a lady, would not conserve the best interests of the town. Again, the question of the advisability of uniting the Model School of the University and the Normal Public Schools was vigorously discussed, and the proposed plan was endorsed as having very decided advantages for town and university. Next day at the election, the union was upheld by the voters of the city by a two to one vote. Other examples of the wisdom obtained in debates could be cited.

The Model Senate meetings have been a strong feature of the year's work. Messrs. Hoke, Fink and Morton have been the honorable presidents of the Senate. Their work has been characterized by carefulness and precision, quickness and fairness in deciding parliamentary questions, and devotion to the best interests of the Senate.

Early in the fall term the Senate held an open meeting to which the Sapphonian Society



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was invited. A bill providing for woman suffrage was discussed and voted upon. The powerful logic put forth by the opposition to the bill caused a majority of the senators to vote against it. Shortly after this meeting the Sapphonians gave us an elegant reception, serving smiles and refreshments in the most fascinating manner. Many a stern Ciceronian went away with a beaming countenance and light heart. April 19th the Ciceronians gave a reception to the Sapphonians. A large number of Sapphonians availed themselves of the opportunity of making the evening's entertainment pleasing to the Ciceronians and everybody else. Perhaps no social functions that are carried on by the students are more enjoyable than these receptions. They have just one failing—too few.

The conditions under which the Ciceronian Society lives today are far different from what they were years ago. The writer does not wish to be pessimistic in his views, but the fact that Cicero is not the strong organization that it was years ago must be recognized. There are a number of causes for this condition. In former years the only athletics indulged in were base ball, foot ball and tennis. All practicing was done out of doors. Much of the year, therefore, was deprived of active sports owing to bad weather. Now, with the gymnasium, the most active sport and the one indulged in by the greatest number of students is basket ball, and winter is the best time for it. Adding the basket ball to the other three we have plenty of sport all year. In sports there are more chances for distinction and diversion from study than can be found in literary work. Then, too, many of our brightest men are occupied now in striving for a place on the Oshkosh debating team, the Beach prize and the inter-state oratorical contests. These various sports and enterprises which have grown up in recent years have sapped the Ciceronian Society, and the greater societies of Wrightonia and Philadelphia as well, of much of their best brains and energy. Since there are not enough men in the school to run all of these enterprises successfully by "division of labor" some of them must necessarily lag, droop and finally die. Of course we all hope that Cicero will live and prosper, but the struggle is now on and the fittest only will survive.

I. McM.

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“SAPPHO.”



THE Sapphonian Society is the girl's society of the I.S.N.U. You are a Wrigh-tonian or a Philadelphian regardless of your own wish in the matter. The choice does not lie with the individual, you go where you are drawn. Only those who care to join the Sapphonian Society do so, and as a consequence all the members are active ones.

The society is organized like a woman's club. There are a number of divisions, called committees, each of which takes up a special line of work which it follows through the year. Each of these committees elect from their number a chairman who directs the work of that committee and presides at the meetings. Having the work of the society arranged in this manner, each girl can join that committee in whose work she is the most interested. There is a general meeting of the society every two weeks, and at these meetings one of the committees gives the program, the nature of which is determined by its line of work. Each committee gives at least three programs a year. The question box is a decidedly interesting feature of these meetings. After the program the girls take time for a little social enjoyment and welcome the new girls who have come in.

During this school year there have been four committees at work, the Literature, Current History, English History and Music Committees. The Literature Committee meets every two weeks, on Friday evening, at the home of Miss Colby. This year they have read a translation of the Iliad by Leaf, Lange and Meyer. By the end of the year the committee will have finished the book, having read about one-third of it each term. The work has been much enjoyed by the girls, for while all were familiar with the story from their knowl-



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edge of the classic myths, they found that to read it as it is written in the simple, picturesque language of Homer added much to their enjoyment. Next year the committee will read Tennyson.

The Current History Committee meets every Monday evening for an hour with Miss Hartmann. The importance of this committee is easily seen, for with the rush of school work the girls are likely to slight the newspapers and magazines. This committee practices division of labor. Owing to the size of the committee in order that each member may not bring in the same items of news, a special line of work is assigned each one to report on; for example, one member watches the condition of affairs in China, another reports on foreign news, another on home news and still another on magazine articles. In this way the work is divided and each one knows exactly what she is expected to do.

The English History Committee is the successor of the Travel Committee, the girls feeling their need of a more thorough knowledge of English History. The committee has not been satisfied with merely learning facts and dates, but has discussed the social conditions and manners and customs of the English people in the various periods and reigns. When a selection from literature was found bearing on the age or period studied it was read that the life of the people might be better understood. This committee meets with Miss Wilkins every Friday afternoon.

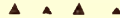
The Music Committee met every Wednesday evening for an hour at Miss Mavity's home. The girls formed a chorus and practiced so that they might sing at the regular society meetings. They also studied the American poets who have had their poems set to music.

The second Friday of each term Sappho gives a reception to the new girls of the school. A short program is given and a social time is enjoyed by all. There is no formality about one of these affairs, it being the desire of all the loyal Sapphonians to make the new girls feel at home in their new surroundings.

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.. THE SIXTH ANNUAL .. ORATORICAL AND DECLAMATORY CONTEST



FOR several years Mr. Charles Beach has given a prize of one hundred dollars and a gold medal for oratory, and seventy-five dollars and a gold medal for declamation. At the preliminary contests held for the purpose of selecting the five best of both orators and declaimers, eight young men presented themselves as contestants in oratory, and eight young women as contestants in declamation. Of these, five young men and five young women were selected by competent judges for the final contest, which was held in Normal Hall, February 15, 1901.

The places on the program were drawn by lot, Irvn Ropp drawing first place. Mr. Ropp took for his subject "Alexander Hamilton." He handled it well, and spoke distinctly and easily. He was awarded a prize of five dollars by the Ciceronian Society, of which he is an active member.

J. H. Morton took for his subject that beautiful character, "Wendell Phillips," in whom we are all interested because he gave so much of his time and life work to the suppression of slavery. The portrayal of such a beautiful character is an incentive to better living.

Fred J. Smith entered immediately into the spirit of his theme, "The Mastery of Life," and commanded the attention of his audience. He impressed us with the thought that man's eternal weal or woe depends upon his will. Mr. Smith won second place, and received a prize of ten dollars from the Lecture Board.

James R. Forden, in his usual easy manner, gave his contest oration, "The Salvation

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Army Idea in Social Reform." Mr. Forden was very much at home on the platform, and his oration was made all the more forcible by the lecture given by Mrs. Ballington Booth, a few weeks previous, on her work in the Salvation Army.

Roy F. Barton also gave his contest oration, "Spirit of Progress." Mr. Barton's sentences were well organized, and he gave his oration with a spirit of earnestness. He was given first prize.

After the orations were given, the young women gave their declamations.

"Mary Elizabeth" was given by Esther E. Mohr. Miss Mohr showed great improvement, but was rather unfortunate in her selection. The judges favor the classical selections, and this is as it should be.

Meta Zerweck recited "A Child's Dream of a Star" in a pleasing manner, and showed careful preparation.

"The Arena Scene," by Lew Wallace, was most excellently rendered by Mamie Haines. Miss Haines possesses the qualities of a good reader. In her appearance on the stage she was very graceful, her gestures served their purpose of assisting in the expression of the thought of the selection. Miss Haines was awarded first prize on declamation.

The selection given by Gertrude Mills was adapted from Scene I., Act III., and the circle scene from "Richelieu." Her selection was difficult, but she was equal to the task, and showed that she had made careful preparation. Miss Mills won second prize, ten dollars, given by the Lecture Board.

"The Revenge," given by Lulu Edwards, was well rendered.

Our young men and young women are to be commended for their interest in such work, and ought to receive more encouragement.

The benefit to be derived from taking part in these contests is not so much gain in dollars and cents, though that is quite an item to the student, especially to the one making his own way through school; it is the training received in the preparation of the subject to be presented. Such training requires hard work, and is not without its good results in the development of ability to appear and speak well before an audience.

Mr. Barton will represent us in the inter-state contest, to be held at Warrensburg, Mo., May 10, 1901. We wish him success.

LECTURE BOARD.



THE lecture course of this year has, with the exception of one number, been entirely new to our Normal audience. This was because the talent was secured through the Inter-State Lecture Bureau instead of the Redpath Bureau, which had always been patronized before. The course as a whole has been only fair, and the intention of the board is to return to Mr. Beach and the Redpath Bureau for its talent.

The course consisted of eight numbers, as follows: Bostonia Sextette, on Nov. 16; Dr. Robert Nourse, on Dec. 6; Montaville Flowers, Dec. 15; Mendelssohn Male Quartette, Jan. 5; Maud Ballington Booth, Jan. 18; Inter-State Grand Concert Company, Feb. 22; Oratorical and Declamatory Contest, Feb. 15; George Kennan, March 20.

Of these numbers the lectures by Mrs. Booth and Mr. Kennan and the concert by the Inter-State Grand Concert Co, were the best. Mrs. Booth is an earnest speaker, filled with ardor for her theme. She eloquently presented the great needs existing in prison life and clearly set forth the efforts being made by the American Volunteers to assist the down trodden convicts to live a Christian life. Her plea for help was very effective, many of the students pledging the one dollar a month requested.

Mr. Kennan spoke in his usual interesting manner.

We were disappointed in Dr. Robert Nourse. Although he has a reputation as a fine dramatic lecturer his presentation of Dr. Jekyle and Mr. Hyde was anything but wholesome in its influence upon young people, and if a lecture does not have an ultimate good for the students it is a failure, be it ever so interesting, for in this busy world we have not time to spend an evening without the compensation of a spiritual uplift. Good music surely does this, and a lecture should do it also. And on the whole that is what our lecture courses are maintained for.

The lecture board for next year has not as yet been made up. Five of the present twelve graduate. But with the energy of Miss Fontaine and the other members of the board we trust that next year, as in the past, the lecture course will be one of the strongest institutions of the school.



W. Vernon Skiles,	-	-	-	-	-	-	-	President.
Florence E. Pitts,	-	-	-	-	-	-	-	Vice-President.
Jennie Wells,	-	-	-	-	-	-	-	Secretary.
Arthur O. Rape,	-	-	-	-	-	-	-	Treasurer.
Charles Oathout,	Rosilda Fontaine,	Henry Perrin,	Jessie Wells,	Rachel Robinson				
Edward Watrous,		James Williams,	Charles Whitten.					

THE TRIP TO WARRENSBURG, MO.



WEDNESDAY afternoon, May 8, a party of six, composed of Miss Eva Wilkins, as chaperone, Messrs. George Wright, J. C. Hoke, Roy Skiles, Roy Barton and myself, started for Warrensburg, Mo., to attend the Inter-State Oratorical Contest, to be held Friday night following. The journey to St. Louis was very pleasant. How could it have been otherwise, since there were but two ladies to receive the attention of four nice young men? Some of the country through which we passed was quite familiar to Mr. Wright, especially around Springfield. He entertained us by pointing out a house where "murderers" used to live; also a barn which he had at some previous time painted—red. We ate our lunch on board the train that we might expedite matters somewhat and have the few hours' wait in St. Louis free to spend in sight-seeing. It had rained and the streets were quite wet, but we ventured forth and visited a few of the principal china, picture and furniture stores. Sleepers had been provided for us ladies; the gentlemen thought to make themselves comfortable in the chair car. But the chair car was provided with small seats instead of the comfortable chair. They concluded it was better to take a sleeper. In conversation with the conductor one of the young men was heard to remark, when told that all lower berths were taken: "Oh, no difference! We can climb like goats!" A few minutes after four the next morning the porter told us that we would be in Warrensburg in a few minutes. We were met by the secretary-treasurer, Mr. Ives, who conducted us to the hotel, where we were well provided for. As breakfast was not served until 6:30, we concluded to try to get a little more sleep, and went to our rooms. After breakfast we attended chapel at the university, and visited some of the

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classes. Everything moved on very quietly until the Kansas delegation of 86 people came with their songs and yells, composed for the occasion. Friday morning was spent in transacting business, and speech-making by the visiting delegates, interspersed with music by the Minnesingers of Iowa and the Kansas Chorus. In the afternoon a very interesting game of base ball was played between the Kansas team and the Missouri team. The score was 9 to 6 in favor of Kansas. In the early part of the evening we were given a free ride on the "dummy" to a summer resort a few miles from the city. At 8:30 p. m. a large audience had assembled to hear the orators contest for the prizes. On the program the orators came in the order of the states which they represented. Each orator did well, and according to judges' decision, the Wisconsin orator won first place, Kansas second, Illinois third, Missouri fourth, and Iowa fifth. Our orator, Mr. Barton, had a most excellently written oration and his delivery was good, but because of the size of the hall he miscalculated and did not make himself heard in all parts of the house. The Wisconsin man had the advantage of being elected a year ahead, and was given all the advantages possible during the year; besides he has had quite a little experience in public speaking. In order to avoid making a long wait between trains in Clinton, Ill., on our return trip, we left Warrensburg immediately after the contest. The home trip was just as pleasant as the trip going down. We returned to Normal feeling that we had had a very enjoyable and successful trip—even though we did not win first place in the contest—and resolved to try again next year.

CARRIE R. SPARKS.

THE OSHKOSH TRIP.



ON THE 17th of May, our school again for the third time contested in debate with the Oshkosh Normal. The debaters from our school were William Hawkes, Thomas Barger and Frances Fletcher. The debate was held at Oshkosh, and Wednesday noon, May 15, our party of ten, including the debaters, took the train for Chicago.

On the way we passed many interesting things, including the ponds through which Professor Manchester's horse was made to wade in days gone by. In the evening of our arrival at Chicago we took the boat for Milwaukee. This boat trip was a new experience to a number of us and one of the most enjoyable things of the trip. The lake was as smooth as could be, so none of us had the experience which generally comes. We reached Milwaukee Friday morning. Here we were much pleased to meet a brother of Mr. Manchester, and he and his wife took us around the city to some of the places of interest. We visited the Milwaukee Normal, where we were very pleasantly received. They have a beautiful building, but are in the heart of the city, so have no campus such as we have. In the afternoon we visited the Art Gallery, Library and Museum, and after resting an hour in the beautiful park on the lake front, took the train for Oshkosh.

On arriving at Oshkosh about 7:15, we were met by a delegation of students and taken to the Normal, where they had prepared a splendid supper to which we all did justice. We were then tendered a reception in the gymnasium. The only thing which marred this was our weariness from the day's sight-seeing in Milwaukee and our not being given a chance to "fix up."

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We separated at 11 to go to our respective places of abode, and after a good night's rest were ready for the entertainment provided by our friends for the next day.

In the morning we spent the time in visiting the classes, which was profitable and very enjoyable. In the afternoon our friends took us on a boat ride on the Fox river and Lake Winnebago. A more enjoyable excursion they could not have planned for the beautiful lakes which are so common in Wisconsin seemed a luxury to us. In fact Professor Manchester got so homesick at sight of the lake that we feared we could never get him to return with us.

Friday night came the great event for which we waited. The debate was an excellent one throughout, but we felt that after we had been so royally received we could not take from the Oshkosh people the prize, and in fact the judges so decided. We did not win, but we did not feel downhearted, for we'll have another chance at them next year.

We left Oshkosh Saturday afternoon, returning as we came. The lake was rougher on our return trip, and some of our boys got tired early and went to their state rooms; even eating lemons couldn't induce them to stay up. We arrived home the next day tired, but all declaring we had had a delightful trip, feeling the Oshkosh people were perfect entertainers, and wondering what in the world we will do for them when they come to us next year.

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Y. W. C. A.



AT THE beginning of the year the Y.W.C.A. took for its motto, "Seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you." And we have tried to exalt the work of Christ above everything else. We have tried to reach the girls in a personal way, making them feel that we were their friends. In order to bring them nearer to Christ, we have used all our influence against Sunday studying, and have organized Bible and Mission Study Classes in different parts of the town.

The devotional meetings have been held in Room 13 every Friday evening from 6:15 to 7:00 o'clock. The leaders and subjects for these meetings were chosen at the beginning of each term, and a written program, bound in a cover decorated with water colors, was given to each member. Miss Pearl Prickett has had charge of this department and she has been an untiring and efficient worker.

Two socials have been held in the gymnasium this year. The first was a mid-summer picnic, to which we invited the Y.M.C.A. and the faculty. Tablecloths were spread on the floor and upon them was placed a picnic supper. Faculty and students were obliged to assume the same level in order to partake of it. All agreed that we had more fun than we had had since coming to Normal. The next social was in the winter term. Both associations joined in this, and invited the whole school. It, too, was a decided success. The association socials, by the way, have become as popular as the so-called "grinds."

The finances have never been in a better condition than they have this year, thanks to Miss Anna Foreman and her committee.



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About 125 girls have been enrolled among our number during the year, and the most of them were active members.

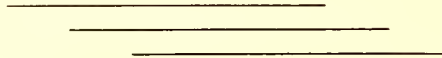
We were especially favored this year by having the state convention in Bloomington where we could all attend and get the inspiration that comes from being brought in contact with those from other parts of the state who are working along the same lines.

Four of our number, Misses Grace Allen, Pearl Prickett, May Gvillo and Josephine Serf, president, vice-president, corresponding secretary and chairman of the Bible Study Committee, respectively, attended the summer conference at Lake Geneva, Wisconsin, early in the summer. The helpful influence of this conference has been with the girls in all their work and has made them better workers than they could otherwise have been. It is to be hoped that several of the girls can go this summer.

The two associations have decided to have a building within the next two years, and a great deal has been done toward it this spring. We feel that it is a great undertaking, but that the work is the Lord's and He will give us the power to do it.

In all we have had a prosperous year, but we hope that the Y.W.C.A. of the year to come, under the guidance of the new president, Miss Ruth David, and her cabinet, will far outshine us in results and blessings.

GRACE ALLEN.



HIGH SCHOOL.



One of the charming social events of the winter term was the entertainment given at the Gymnasium by the Tenth and Eleventh Grades of the High School to the Preparatory on December the fourteenth. It was hoped to make the occasion a most brilliant one by inviting such celebrities as Julia Marlowe, Rudyard Kipling, Li Hung Chang, Queen Wilhelmina and many others. These notables, having been unavoidably detained, and not being able to be present in person, had sent their representatives, who were known to the other guests by slips on their back bearing the name of some one of these famous persons. Each one had to guess whom he represented by the questions which the other guests asked him. When all characters had been recognized, the company enjoyed acting adjectives and other games until they were so exhausted that refreshments were in order. Partners were chosen by matching verses. After refresh-

ments a few more games were played and then at about ten o'clock the company dispersed.

Algebra Marks— Clara Coith.

1900-1.

Fall Term— Fair.

Frank Bogardus, teacher.

Winter Term— Excellent.

Lee Knight, teacher.

Spring Term— Perfect.

Lee Knight, teacher.

HAPPENINGS AT THE HIGH SCHOOL PARTY.

Mr. Hoke is heard calmly asking Miss Lucas if she was carrying her work that term.

President Felmley is chosen umpire of a game—

Mr. Holmes, a few minutes later: "Stand right opposite the empire, please."



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Y. M. C. A.



THE progress of the Y. M. C. A. during the past year, though not phenomenal, has been in some respects an exceptional progress. Beginning the year with a membership of sixty and a capable cabinet directed by the President, Mr. George Wright, the association has reason to be proud of its achievements. Rarely has a devotional meeting been omitted. With the exception of those evenings when there were numerous other university attractions, the attendance has been all that could be looked for in so small a body of young men students. Some prominent workers in the executive department of the State Association have presided at these meetings. Mr. W. W. Dillon, our State College Secretary, has been a source of great inspiration through his wisdom and counsel. His assistant, Mr. Bowman, has also greatly aided us in showing higher ideals of life. Mr. Pletcher of the State University Association helped us to realize our part in the work for the students of the state by giving us something of a kindred nature from his association.

These, with the leadership of the students intent upon making our association what it ought to be, have lessened the trial, of the first leave of home and friends, for many of the new students.

A missionary study class has been conducted during the year. A new course in Bible Study—Scharman's Life of Christ—has been introduced and should prove very profitable in the year to come.

On the whole the association has been alive and awake to the desire of the students for such an organization among them.

With the vacancies in the cabinet filled by competent men and Mr. Mannon to lead them, the association has bright prospects before it and a promising field of usefulness and service to the Normal University the coming year.

J. F.

THE BOYS' GLEE CLUB.



THE Boys' Glee Club, one of the flourishing organizations of the school, was organized at the beginning of the fall term, and immediately entered upon a prosperous and highly successful career, appearing a number of times in our societies and in public. The success of the club was due not only to the high ideals of a glee club entertained by the members, and to their diligent and faithful efforts to realize those ideals, but it was also due to the efficient and able direction of our musical director, Miss Elizabeth Mavity. Although one of the busiest teachers of the school, Miss Mavity was kind enough to devote two evenings a week to the task of instructing the club, for which kindness the club is very grateful.

By indomitable energy and persistent effort the club has gained for itself an enviable reputation, of which it is justly proud. Then hail! yes, three times hail, to the Boys' Glee Club! and may it continue in its successful career. And may the future glee clubs of the I.S.N.U. uphold the reputation handed down to them as a legacy by this the best of glee clubs.



BOYS' GLEE CLUB.

GIRLS' GLEE CLUB.



THE Girls' Glee Club was organized at the beginning of the fall term, with Miss Mavity as director. About thirty girls were enrolled as members, but some of them had dropped out by the beginning of the winter term. We made our first appearance in public at the Convention of ex-Prisoners of War, where we were received with enthusiasm by the veterans. After that we appeared frequently at society meetings, and on all other occasions where music was desired. In fact, we could always be depended on as a last resort when all things else had failed. The calls for our services were so frequent that it was impossible for us to learn new songs for each occasion, and perhaps some of our selections grew rather familiar to the students. At least we were told by one girl that she was tired of "flitting around" at our invitation; and at another time we overheard: "I suppose the Girls' Glee Club will sing "Good Night, Good Night, Beloved," or "Wandering Wavelets Ebb and Flow." But we let all such things pass by unheeded, with that complacent feeling common to the musical profession, namely, that the critics were not capable of appreciating our great productions. And really, had it not been that nearly every member of the club was able to read music rapidly, we should have been forced either to sing the same things oftener or to have sung on fewer occasions.

The club continued to be an organization through the fall and winter terms, and then offered up its life as a sacrifice to the mixed chorus of the spring term.

We sincerely hope that the readers of THE INDEX will appreciate our picture, for its history is one of many difficulties finally surmounted. The case was similar to that of the two people who were about to enter upon the matrimonial venture. First we changed our minds, then the photographer changed his, and finally the business manager of THE INDEX changed his, and it looked for a time as if there would be no picture. But at last we all agreed, and here we are.

G.M.A.




GIRLS' GLEE CLUB.

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THE VIDETTE.



HE VIDETTE, as the organ of our Normal School, has a distinct place in its life. The paper is issued every month and goes to about eight hundred subscribers, and these are scattered all over the country. One paper even goes to Berlin, while another crosses the other ocean and finds its way to Hawaii. Many of THE VIDETTE subscribers are the alumni of this institution who still feel an active interest in their alma mater.

THE VIDETTE staff consists of twelve members from the student body of the school. They have been assisted this year by contributions from Mr. Felmley, Mr. Black, Mr. Manchester, Mr. Barber and Mr. Holmes, of the faculty; Mr. Lyon, of the Wesleyan faculty, and Mr. Otto, Mr. Kummer, Mr. Selby, Miss Sparks and Miss Camenish, of the students. The aim has been to have in each issue a leading pedagogical article and in addition articles by students, reports of the various student enterprises and items concerning our graduates and undergraduates. In addition to this the editor and his assistants present those things which have impressed them as they have progressed in their course. They have in a way mirrored the thoughts of the students, showing, or at least trying to show, the attitude of the students toward school conditions as they exist. One thing accomplished by THE VIDETTE, as by all school papers, is to unify the students. It brings before all of them the same facts, presented in the same way which tend to influence them along similar lines.

THE VIDETTE has at times had a struggle for success, but we trust that it will always prosper and never cease to exist.

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VIDETTE STAFF.



FRANK J. GEORGE,	Editor-in-Chief first 3 months
W. VERNON SKILES,	Editor-in-Chief last 7 months
GEORGE W. WRIGHT,					
FLORENCE E. PITTS,	Associate Editors
C. HUBERT OATHOUT,					
JAMES R. FORDEN,					
JESSIE WELLS,					Local Editors
HARVEY URBAN,	.	.	.	Graduates	C. S. FINK, Athletics
BIRDIE MAJOR,	.	.	.	Undergraduates	J. ROY SKILES, Exchange
WM. A. OTTO,	.	.	.	Societies	ORVILLE J. GUNNELL, . . . Business Manager

BOARD OF MANAGERS.

SECTION A.	SECTION C.	LOWER SECTIONS.	ENTERING SECTIONS.
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JACOB HEINZELMAN	MABEL MORGAN	DRUSILLA CAMP	ESSIE ROY
MAUDE FAIRFIELD	GEORGE JAMES	O. B. PERKINS	RACHEL ROBINSON
EDITH WEAVER	IRA B. MCMURTRY	EDWIN BROOKER	



UNIVERSITY FOOT BALL TEAM.

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ATHLETICS.



IN FORMER years no account has been taken of any form of athletics except basket ball. This year while we have done but little more in other lines of athletic sports than in former years, we are of the opinion that the earth is not made to rotate simply that basket ball may flourish and receive the applaud of the universe while the worlds are kept in ignorance of other equally important things.

Any one visiting our campus during the evenings of the fall and spring terms would see merry groups of students engaged in batting balls with large paddle-shaped affairs, while they showed their deep affection toward all mankind by declaring to the whole world in tones of undisputed truthfulness, "love forty," "love all." What further is needed to prove that the Normal student is all that could be desired as a teacher, since he has such unbounded interest in humanity.

The gridiron, too, comes demanding that it be given just recognition, and while foot ball has not been permitted by the institution for several years, it ventured forth from its hibernation in the fall and we met with other teams upon several occasions, but because of our great modesty we cordially allowed them the privilege of carrying off the honors, with one exception. We were the visitors, and the hearts of our hosts swelled with just pride when, with tears in their eyes and with trembling voices, they told us that it was better, far better to give than to receive.

All during the year the boys who were interested in base ball might be found during odd moments in the gymnasium undergoing a system of training which should make them invincible in the spring. The first game played with the El Paso High School, convinced the boys that their practice had not been in vain.



PHILADELPHIAN BOYS' BASKET BALL.

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A few of the elite might be seen during the early fall armed with crooked sticks busily engaged in chasing a ball over fifteen or twenty acres of the campus, evidently trying to corral the unruly ball in tiled holes which were conspicuously marked by red flags. This interesting and healthful sport, which by some is thought to be simply a corruption of the national and world-renowned game of shinny, is golf, and those entering actively into the game are said to be golfing.

The game in which most interest is taken and in which the greatest number of students participate is without doubt the one which was mentioned at the beginning of this article. This is so for several reasons: It is a game which can be entered into with comparatively little expense; it does not require that the individual use all his spare moments in practice in order to become a fairly good player; it gives the greatest amount of exercise for the time actually spent in playing, which is a very important factor; and it can be played during the entire year, while the season limit of other games is from four to six weeks.

The games in which the greatest interest is manifested are the inter-society games which are generally played before Christmas. But these are by no means all of the games played. Section A must convince the faculty that they are not superior in all things, and the C girls feel equally compelled to impress upon the Senior girls the fact that they are not entirely invincible. Even the lower sections sometimes contract the epidemic and insist on being recognized as worthy opponents of their elders, and then the most laughable of all the short men must force their lengthy brethren to a recognition of the fact that skill does not always seek a giant in order that it may be properly housed.

While we have not been able to maintain the standard set by our team of last year our record is one of which we are justly proud and is as follows:

Date.	Teams.	Score.
February 5	Danville Y.M.C.A. vs. Normal	Danville 16, Normal 14
February 9	DeKalb Normal vs. Normal	DeKalb 7, Normal 10
February 16	DeKalb Normal vs. Normal	DeKalb 13, Normal 15
February 22	Danville Y.M.C.A. vs. Normal	Danville 17, Normal 27
March 22	Charleston Normal vs. Normal	Charls'n 11, Normal 32



WRIGHTONIAN BOYS' BASKET BALL TEAM.

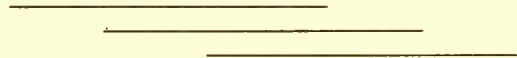
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Athletics received quite a stimulus during the fall term through the interest shown by President Felmley and others of the faculty who were anxious that more interest be taken in sports of various kinds, simply that the body demanded it as a relaxation from hard study. As a consequence an Athletic Association was formed and the entire supervision of all athletic sports was placed in the hands of a Board of Control, consisting of five members, two from the faculty and three from the students. These positions were filled during the year by C. W. Whitten, B. C. Edwards, Harrison Russell, Miss Bessie Cardiff and C. L. Fink, and under their management the association has become one of the foremost organizations of the school, requiring its just proportion of time at general exercises in order to announce meetings of the Board of Control and to give public notice of the contests to be held.

We sincerely hope that in the future more will be done in this line, as nothing tends so much toward developing gracefulness of body and manliness of character as athletic sports when properly conducted.

C. L. F.





PHILADELPHIAN GIRLS' BASKET BALL TEAM.

ATHLETICS AMONG THE GIRLS.



THE athletic interest of the school this year has been centered on basket ball. The greater part of the school year out-door exercise is impossible, and even when the weather is good and the boys play foot ball and base ball, the girls, if they play anything, must still play basket ball, no matter how much they would like to play—well, some other games. Occasionally you see some of the girls playing tennis, but the courts are usually occupied by the boys. And even in basket ball, some (though they do not happen to be men) try to make the girls believe they cannot play a scientific game (like the boys do), and stay in their proper places, so they draw little lines across the floor, and say: “Now, you cannot run all over the field. You must stay in your proper place, and if your toe goes over the line—” You know what happens. We hope that by another year the lines may be erased, and then more scientific playing can be done. The truth is, it is a great deal harder to run up against a line and be compelled to stop short, and let some one else who is a long way off, get the ball that is within two inches of you. But such has been the existing order of things this year. We only fear that if such rules are kept up, interest in basket ball may not be as it has been and should be.

The great event of the year in basket ball was the contest game between the Philadelphian and Wrightonian Societies. It was the Phils. challenge and the Wrights. waited patiently. The challenge was sent and the date set, January —. The day came, the crowd assembled, and the girls waited for the game to be called. It was to be played in three ten-minute “halves.” The whistle blew and the girls took their places in the field. The ball was thrown up in the center. But it was hardly in play when the whistle whistled, and “foul



WRIGHTONIAN GIRLS' BASKET BALL TEAM.

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on Miss ——-. Over the line." Again the ball would be in play, but alas! that whistle! that line! It almost seemed to be a contest of whistles and lines, with a little basket ball thrown in just to vary the monotony. But they played on, and, taking everything into consideration, both sides did some good work. But the Wrights. were a little too strong for the Phils., and when time was called the score stood 11 to 8 in favor of Wrightonia.

After this game, the two teams kept up practice for awhile, hoping to secure some outside games. But there seemed to be an opinion somewhere that girls were not capable of taking care of themselves when out of the sight of the faculty, and consequently no outside games could be arranged.

However, Section C thought they had a pretty good team, and so they challenged Section A. Of course they knew before they challenged that Section A had only two of the contest players and they had all the rest. But we played them. O yes, we did, and we are not sorry a bit. Of course, we let them beat us. We did not want to dampen their spirits for we want the spirit of the coming Section A to be at its height when it comes into possession of that name. We hope they will be as considerate to those who are to follow them as we were.

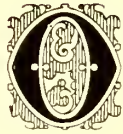


I. S. N. U. BASKET BALL TEAM.

“A (PAIN)FUL MEETING.”

▲ ▲ ▲ ▲

FEBRUARY 16, 1901.



ON THURSDAY of this week there was held a meeting in room No. 12 for the purpose of settling a little matter of some importance, in which several of the boys were highly interested. The matter to which we have referred grew out of a society squabble the first of this term. As you are all aware, it has been the solemn duty of the spirited young bloods of each society to stir up enthusiasm before the contest, and also to fly the society colors from the shaft of the cupola. In the spirited struggle and pitched battle which ensued, because of this fact, before our last contest it so happened, as it sometimes will on such occasions, that a few unthinking window panes became mixed up in the fray and were consequently slightly disfigured. At this sad and unexpected juncture the boys were conscious of another painful happening, and it was this: “our beloved president” appeared on the scene of battle to take an invoice of panes. Most of the boys made a sudden and successful retreat, but a few were captured. Now the honor of the boys of this time-scarred institution is surpassed only by their good looks. This accounts for the aforesaid meeting, at which a collection was taken to pay for the replacing of all panes to their proper places, and at which time it was resolved to make a donation of all money remaining over and above the expense of replacing the panes, to the societies. Therefore, on account of and because of this fact, we hereby present to the treasurer of the Philadelphian Society “six cents,” and sincerely hope that much good may come from the careful investment of the same

Phil. and Wright. Reps. } SAMUEL BROOKS AND
 / ROY SKILES.



SECTION A BASKET BALL TEAM.



I. S. N. U. BASE BALL TEAM.



GYMNASIUM.

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Um—!

“PLANS.”

“We’ve had em.”

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READING,---SECOND GRADE.

I. Unit of Instruction.—*Willie and the Little Girl.*

See the little girl!
What is she doing?
She is play-ing with a little boy.
Watch the boy. What is he doing?
He is contorting his facial muscles.
Does he like the little girl? Oh, yes.
When she tells him not to make faces he stops
at once.
Is she not a good little girl?

II. Teacher's Aim.

This lesson is presented to the class for the following reasons:

1. It tells of a very common habit of bad boys; it also tells of an effectual stopping of said habit and it deals with children of nearly the same age as those in my class. (This I learned from a close questioning on the part of the children's parents.)

2. The children have been reading stories

of a very different type lately, such as “Johnnie's Death,” etc., and they need this bright, happy, little tale to lift them out of the morbid state into which they have fallen.

3. Because of the moral teaching, *especially valuable just now*—good—as I have noticed several of the boys making faces at the little girls on the play ground. By this story I hope to inspire a loathing of such conduct and increase the influence which girls have on boys.

4. I can easily correlate this story with the children's work in Physiology, by making an accurate analysis of the facial muscles and the movements required in producing the distortion. The pupils have already noticed the muscles of the face and their motions and will be interested in tracing them out in this particular instance.

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In general, my aim is to produce that feeling of hate for such a proceeding as we will read about in the story, and to increase the feeling of reverence, awe, and respect which boys *should* have for girls.

III. Teacher's Preparation.

I have read the story carefully and have become thoroughly interested in it; I have observed children doing the same thing which our story describes; I have reviewed my own physiology and have secured several pictures and diagrams of the facial muscles which I shall exhibit at the proper moment; I have consulted Prof. Colton on this point, received his promise to give a short talk to the class on this subject. He will take the class to the museum and show them several casts of the human face, so that they may thoroughly understand the why and wherefore of such distortions; I shall bring before the class several other striking examples of woman's influence, presenting for their discussion such types as Helen of Troy, Joan of Arc, and Mrs. Nation of Kansas City, etc.

References—

Dean's Habits of Children.
Century Dictionary.

Encyclopaedia (Britannica.)
Colton's Physiology.
Woman as a Social Factor.

IV. Pupil's Aim.

Today we will hear about a very good little girl, and a boy who was not so good.

V. Preparatory Discussion and Presentation.

Good work to bring out self activity.

John, you may come in front and make a face. Class, did you ever see anyone do that before? Each of you may now do the same thing. How do you do it? (Here get free expression.) Would you like to see just how the muscles look? (Here show pictures, diagrams, etc., and send one pupil for Prof. Colton.) We shall then listen to Prof. Colton's talk and undertake our trip to the museum. The children will be encouraged to examine the casts freely and ask any number of questions. Work for cause and effect. Now remember what you have learned about the facial muscles today. They will come up farther in your work. I shall simply allow this knowledge to soak in; we shall have no further discussion on it. Perfectly exquisite; delightful! delightful!.

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On the next day I will devote the whole period to a talk on the influence of women and the reverence and awe which man should have for her. The points I gained from a helpful talk with Miss Colby and I shall clothe them in simple language which the children cannot fail to understand.

By the next lesson we shall be ready to read. Assign to them in topics.

Would you like to read a story about a little boy who moved his facial muscles in the way you noticed yesterday? All who do elevate their hands promptly, please. Do you think it is nice to make a face? "No-o-o." We will read this story and see if this little girl thought it was nice for the little boy to make a face.

Do you think the little boy should have done such a HORRID thing? "No!" Would you ever do that? "No!!" Why? What noble trait of character is shown in this girl? Her abhorrence of making faces and her desire to lead the boy to higher, nobler, things. What great virtue do you see in the boy? No answer. Yes, you are right. There is no great virtue in the boy. We very seldom notice any great features in boys, I am very sorry to say. Children, the little girl's example is a noble one. Emulate it.

VI. Summary.

Class, what do we learn from this story?

"Never make a face; always stop when a girl requests you to do so," etc.

Yes; those are some of the valuable points we should see in this story. Have you ever had a story like this before? "No!" Would you like to learn another story like it? "Yes!!"

Criticisms:

1. Push them! Make them work.
2. NEVER ask a question that can be answered by *yes* or *no*.
3. Make your descriptions VIVID.
4. Have the children write an essay on this, and *impose your PERSONALITY on the children to such an extent that they shall not misspell a word.*

Echoes from the Criticised:

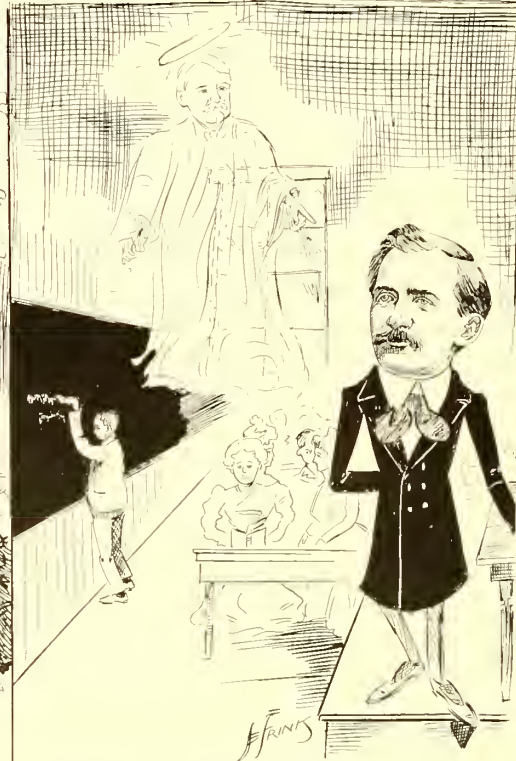
Miss M. "Well, I've been to Miss S—and she told me to *DETAIL* more; I've been to Bog and he said give them a more general view; you *detail* too much. Now for McC." (Later.) "Humph! Don't you think Providence is going to teach those children anything?"

Miss Eld. "Miss C. says, 'don't make the work so dramatic, just a suggestion is enough.'"

Miss S. "Make the children see it! Have the actors line before them; put more of the dramatic element in your work. I'll 'be-switched' if I know what to do."

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Mr. Ammerman: "In this first 'equazhion—'"

Mr. Felmley's Ghost: "Did you ever go on a 'vacazhion?'"

USE THE DICTIONARY.



Med. History. A process of squirmification.—Mc. C.

Charity. A species of fire insurance.—Mc. C.

Blackstone. A pie with a whole lot of crust.—Mc. C.

The three most important "isms." Unitarianism, universalism and anti-diluvianism.—Mc. C.

Koran. A mess of higgleteddiddetably.

The work of a term. To know more at the end than at the beginning, *if possible*.—Mc. C.

Branch Heavens. Ask Mr. McCormick.

Process of Hunting. You see the bird and everything goes off, just as a cat does after a dog.—F.

The difference between work and play. O,

yes, I see! If a man is hired to hoe some one's potatoes, it is work. If he hoes his own potatoes, it is play. Um—yes—I see—

The worship of a looking glass. A harmless and very pleasant kind of idolatry.—Mc. C.

The foot of the lake. The bottom.—Miss S.

Condition of affairs in Eng. during Stephen's reign. Every man for himself and his Satanic majesty take the hindmost.—Mc. C.

Gay State Bass Company. Bay State Gas Company.—M.

A case of separation. Elijah Williams and his girl at the Christian Ch., March 3.

The kind of oil obtained from whales. Whale oil.—Miss Dace.

Cute. Ask Lilian Gray.

BOUILLON.



ON THE question of what to do with "Bouillon," as on all others, there are two parties. One which positively knows what to do, and the other which does not know what to do on such solemn occasions. These two parties, as all others, of course had their origin under great national stress, and on this occasion it was a reception given by our beloved vice-president to the senior class. This, however, was during the early development of the class, and part of them had not yet matured sufficiently to make careful and nice discrimination, therefore they could not be blamed for joining the party and making the awful, unpardonable error of their lives. Although they were so very peculiar on this occasion and made very foolish speeches advocating strange doctrines, from their appearance they could not be told from other intelligent members of the section. They may be designated as liberalists, for as it is well known, they were quite liberal with administering cream and sugar to the cause of "Bouillon," and insisted that that was the only plausible way of disposing of the surplus, (sugar and cream.)

Much may be said in regard to the color of the members of this Liberal Party," and I suppose their praises will be sung for many years to come by others who happen to be so unfortunate as to follow in their footsteps; but I will say this, that they are not so green on other subjects as they seem to be on the question of "soup." They, in fact, are not so familiar with that diet for invalids as they are with the hardtack of life, and consequently were not looking for such treatment from a member of the faculty. No, they are not so very much the color of Ireland's national symbol, neither will you think so when you have the

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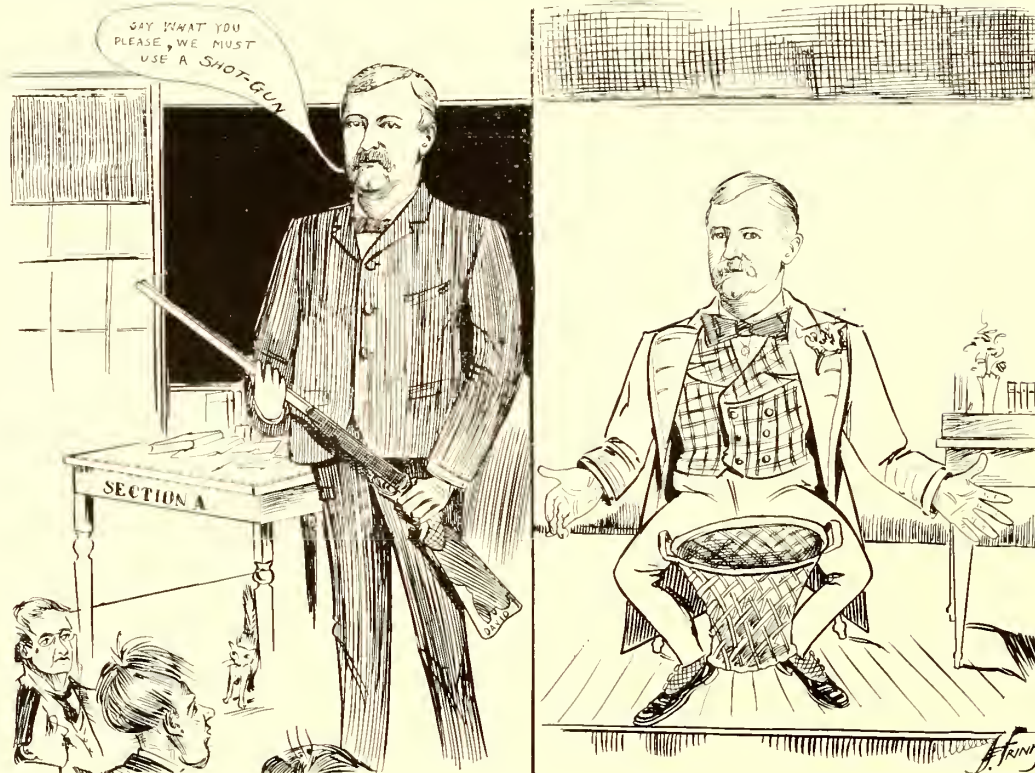
pleasure of looking upon their beaming, intelligent faces as they assemble for the last time as a class on the morning of May 31, 1901. The first class of the twentieth century and the last class to use sugar and cream in their "soup"

No names have been mentioned in this short episode on "senior" life, neither do we intend to mention any. If you wish to know more on this very difficult topic, call on or address the members of "Section C," who have very fertile imaginations; so much so that they can concoct almost any suitable description of the class in whose footsteps they are advised to follow, and whose sayings they are treasuring daily in their hearts for future references.

P.S.—We cannot forbear telling the readers of THE INDEX that we learned that the Germans seem to like the bouillon with sugar and cream.

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Mr. F.: "Now, begin."
(President Felmley to the Rosenkranz Class.)

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WILLIAM WESLEY BLACK.

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R. BLACK comes to his responsible position well equipped, after twenty-one years of teaching, most of which has been along lines of pedagogy. Mr. Black was born in 1859 in Michigan town, Indiana, a small town forty miles north of Indianapolis. He attended the grade and high schools in his home town, and in 1892 graduated from the Indiana State Normal School at Terre Haute. In 1898 he received the Bachelors and Masters Degrees from the University of Illinois. The first seven years of Mr. Black's teaching was done in the country schools near his home; following this he taught seven years in village high schools and then three terms in the Terre Haute Normal School. He was then called to the high school of Paris, Illinois, and after one year of successful teaching was appointed superintendent of the schools of Paris. During the last four years Mr. Black has been an instructor in teacher's associations and institutes in Indiana, Illinois, Pennsylvania and Nebraska. His main line of study through all of his experience has been that of pedagogy.

FACULTY JOKES.



Small Boy in Practice School: "He fell in a crack in a glacier and was found 34 years afterwards."

Mr. Bogardus (when he had finished): "Is he still alive?"

Mr. Manchester: "It isn't good for a man to work too hard after he reaches a certain age. He never will be young again if he does."

"Now I would like to know who are enrolled who are not here now—please speak to me at once."—Prof. Cavins.

Miss C.: "Where did Miss Mavity get that penny?"

Mr. W.: "Oh, Mr. Black was at general exercises when Mr. Felmley said 'all' when he meant 'each.'"

Miss Mavity, on Examination Day: "I do not want what brain you have to be addled by the atmosphere."

Miss Wilkins: "I would like for you to become acquainted with Grant."

Bingner: "He isn't living is he?" (Class smiles audibly.)

Feb. 22. Mr. Manchester (after giving a notice over which Mr. F. smiled): "Humph! Did I say is are?"

Manchester: "Mr. Livingston, can't you talk louder? If you can't, I will put you on the back seat with the girls and then there will be some reason for your talking low." (Manchester, continuing the original question): "Now, Mr. Livingston, if this condition of things existed, what would be the result?"

Mr. Livingston (entirely innocent): "Why, there would be confusion I should think."

Miss Colby: "People are sheep. When one goes to a new book they all go."



(1) Scene I—(Miss H. at desk in the office; A. happens in.)

(2) Mathematical problems demand attention.

(3) A visitor comes in.

(4) Miss H. to George W. (soon after); "Mean thing! No knowing what he might have said."

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"By reading, we are transformed into beings contemporary with all time."

"We sometimes say count heads and sometimes count noses. You know, we take the most prominent."

Mr. Holmes: "Bent on this thing he does it, not caring whether it opens the gates of Heaven or any other place."

"A little knowledge of hygiene and physiology will vastly supplant the divine instinct of maternity or of the teacher."

Mr. Ammerman: "Edison forgot his wedding day. They went after him, but after the wedding he didn't stay long until he went back to the shop. That's evidence of genius."

Manchester: (1) "I have seen people go very poorly clothed in order to be well dressed."

(2) "There was a time in Holland when people went crazy over the subject of tulips—the flower, you know."

(3) (After several boys of the class flunked) "In Normal the women do the work and the men do the rest."

(4) "Many a girl has said no and lived to regret it."

(5) "How do we know that Caesar's wife was Irish? He came to the Rhine and proposed to Bridge-it."

Manchester: "Who is Dingley, a Democrat or a Republican?"

Miss Wellman: "A Democrat."

Man.: "W'y, he never did anything to make you think that."

Miss W.: "I guess its the association of his name."

Man.: "Well, I wish you hadn't said that."

Miss Wilkins (class in suggestions on teaching geography): "Mr. Ketchum, how do you know that that tree out there is not a dog?"

Mr. Ketchum: (Unable to answer.)

Miss Wilkins (calling roll): "All those ladies whose name begins with 'B' please hold up your hand."

Mr. Baum holds up his hand. (Baum is a ladies' man.)

Prof. Colton (speaking of disease germs): "In France they are called parasites, in Germany they are called germs, in Ireland they are called microbes."

The Index

Miss Wilkins: "What objections can be given to the younger sons who came over and settled in Virginia?"

Miss Jessamine Phillips (promptly): "I don't know any objections to the younger sons."

Mr. Cavins illustrates in book-keeping class: "Mr. Burtis, suppose you and Miss Mills were to start up house-keeping—"

Mr. Burtis: "No, sir, you're too sudden for me now."

Mr. Cavins: "Mr. Prince, if you want to go to the lecture tonight in Bloomington, you may come by and I will go with you."

Miss Beadies: "Does that apply to the girls as well?"

Mr. Cavins: "Well, —— we had better appoint a place of meeting."

Economics. Mr. Manchester (after flunking half the class on the question, "Why do different articles exchange in the ratio that they do?"): "Oh why was I born."—After Riley's entertainment at the Coliseum. "Now for pity's sake give me a better recitation tomorrow than you did today. Your recitations today put me in mind of

extracting teeth, and as far as I could see it was extraction without pain."

Mr. De Long: "The word 'man' is a symbol of an object, to my mind."

Prof. Black: "Maybe your mind is a little off. Ugh! I didn't offend you, did I?"

Cavins: "Miss ——, you made a grammatical error then. We want to be careful in that, too, as well as our work in book-keeping." A few minutes later Cavins was heard to say: "I believe the Miss Wellses are to be in this class, too."

Mr. Black, when teaching the "Barefoot Boy": "If I should catch Mr. Bonnell thrashing his broom-stick horse I would report him to the president."

Special. To Manchester: "Miss Mary Hartmann sang (opened and closed her mouth) in the singing on Nov. 21, 1900."

Mr. Cavins introduces a new feature into the work in writing—the art of writing fascinating love letters. (Much enjoyed by the *girls*.)

Jan. 1, 1901. Miss Hartmann, at special century program, was seen to write a note

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and pass it to Mr. Manchester and smile, and—oh, my!

Now, is it right to write and pass notes in school?

Query: Who sent a girl out of class for writing notes?

Comment: Such is life.

Bum, bum, I see

Bum, bum, I see

Facultee, facultee

Po-or fa-cul-tee.

Go to your bunks,

Pack your trunks,

This is the day

The facultee flunks.

(Section A vs. Faculty—Basket Ball.)

Edw. (advice): "Get a telescope before you look through it."

Mr. Holmes writes "dear" on the board instead of "deer". To class (apologetically) "Always rise above habit."

Miss Waldorf (expounding in general method class): "I used to think a *post* was a *post*, now I see it exists simply in my mind."

Mr. Holmes: "Exactly; precisely."

Mr. Edwards (slightly rattled): "One *morning* about *sunset*—"

Colton: "Which food can we buy the most of for the money?"

Student: "Corn meal."

Colton: "It just happened that I had some for breakfast and so I am full of the subject." After talking the whole hour, he added: "I think I am demonstrating that corn meal is a good food."

Mr. Felmley calls on President Lord to recite in the school management class.

Mr. Man.: "I know it must be rather monotonous to be told so much truth, but I hear you are to have other lectures and so you have something interesting coming."

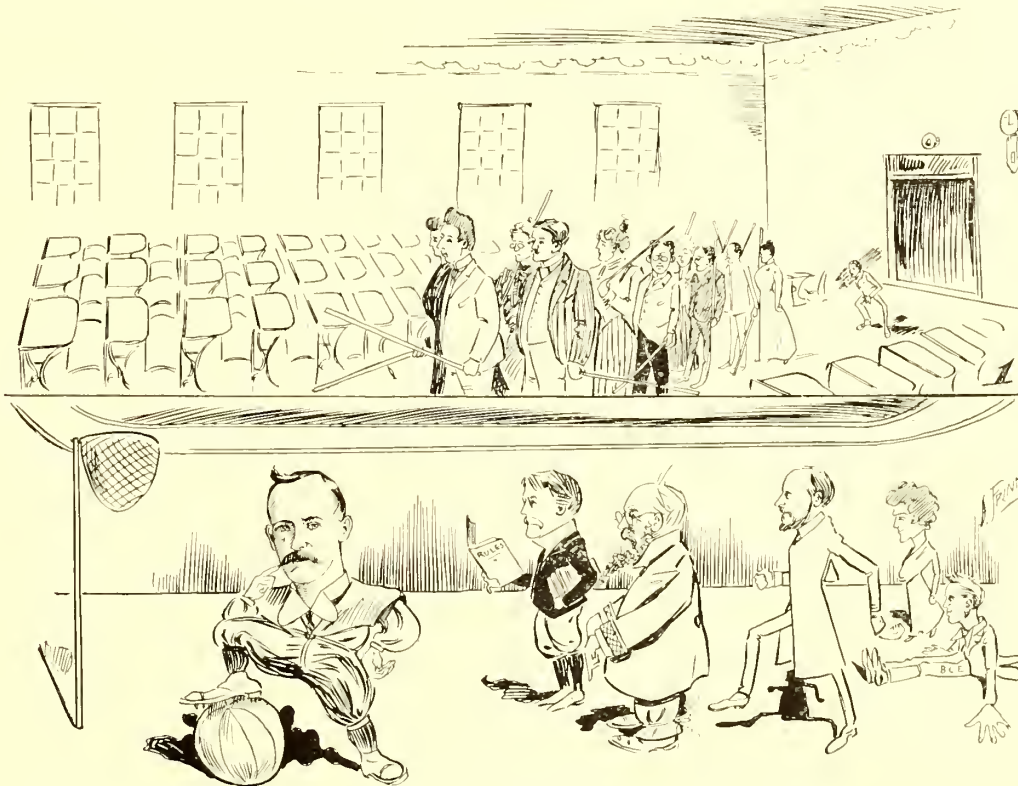
Miss Colby: "I think a good many of us would be in danger if the crazy expert came around. I'm sure I wouldn't want to get into his hands."

Prof. Colton: "Mr. Conyers, do you think it will take seven years for your heart to be changed? I don't need to ask this of Conyers only; it applies to the rest as well. Ha! Ha! Ha! Some of us have our hearts changed once a week."

Mr. Manchester: "Mr. Black will you please sign this paper?"

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1. Miss Hart believes in exercising the self-activity of the pupils.
2. Barber lays the ball down to plot his curve before putting it in the basket.

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Mr. Black: "It makes no difference what I sign; everything is in Mrs. Black's name but her name, and that's in mine."

Mr. Felmley (in faculty meeting): "I have received an invitation for the faculty and students to join with a society in Bloomington. I suppose it is to celebrate Lincoln's birthday. I don't quite understand. The invitation is signed Susan's Daughters of the Revolution—S-o-u-s-a-n-(d)-s (spelling it out).

Mr. Johnson (very much agitated): "Why, Mr. Felmley, that's *Sons* and *Daughters* of the Revolution."

Mr. McCormick: "That's all."

Miss Mavity: "Excused."

Mr. Manchester: "That will do, thank you."

Miss Colby: "That's sufficient."

Holmes: "You yourself know when you have finished."

Felmley: "Class!!!"

REAL JOKES.



Miss Renshaw (in algebra class): "I can't divide that in my head."

Professor Whitten: "You are not supposed to divide it in your head, but outside."

Mr. Gunnell: "Rosenkranz and Guildenstern are a different kind of people from what Horatio *are*."

Miss Colby: "Oh!"

Jessie Wells: "Mr. Thomas A. Becket carried on in *high style* before he became archbishop."

Hoke approaches Lafferty, at the beginning of the fall term, with: "What's the name, please?"

Lafferty: "Gillan, thank you."

Hoke: "I'm your Mann."

Miss Serf: "Then one should not walk just for the sake of walking."

Professor Felmley: "No, you would do better to walk with some agreeable friend, with whom you could carry on a conversation."

Miss Serf: "Oh, yes, I see what you mean—that's just what I meant."

George Wright, talking with some of the boys about the prospects for weather favorable to tennis, remarked: "By the way, boys, I have a half interest in a courtin' outfit." (Court and outfit.)

It will be noticed from the following speeches what an elevating influence the debates have had over the ability to make extemporaneous speeches:

Mr. Urban: "I require but four lines to close my debate:

Mary had a little lamb,
Its fleece was white as snow.
And everywhere that Mary went,
That lamb was sure to go."

The Index

Mr. Wright: "Mr. President, I can close my debate in four lines:

Mollie had a little lamb,
Its wool was black as a rubber shoe,
And everywhere that Mollie went,
That lamb, he emigrated, too."

Mr. Geo. James (debating advantages of city school): "Why, in the town school they have a little plot of ground where the children *plant seeds* and *things*—and when the *things* come up the children investigate them."

Miss Coffman: "The crowd became perfectly uproarious."

In grammar class—Miss Beadles: "I will just kill you dead."

Miss Watkins: "I think I would rather teach 'The Barefoot Boy' to city scholars. I would take them for a trolley ride in the country and thus show them the objects named."

Mr. Black: "Ugh—do you think the tortoise and all the animals would run up to the trolleyline for you to look at?"

Mr. McC.: "Is Mr. Wright sick?"

Miss Colman: "He's not back yet."

McC.: "From where?"

Miss Colman: "Where he went."

Mr. Black: "Miss —, would he have to know cube-root, equation of accounts, etc., to teach that two and two are four?"

Miss —: "Yes."

Mr. Black: "Why?"

Miss —: "He would have to know that to get a certificate."

McC.: "Did his sun go down in a burst of glory?"

Miss Heller: "Yes, he died before he did."

McC.: "Oh, I tried to be poetical! I see I must select my crowd."

Mr. Barger, in geometry: "If two opposite angles of a quadrilateral are supplementary, its vertices are *cyclonic*."

It is evident that Barger grew to manhood in the state of Kansas.

Please show me that you have had physical expression, before noon today.—B. C. Edwards.

Mr. Felmley: "What is the professional spirit, Mr. George?"

Mr. G.: "The greater the wage the greater the work."

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Mr. F.: "Is that the professional spirit?"

Mr. G.: "No, but I was saying that until I could think."

Miss Colby: "Miss Jennie, whose son is Hamlet?"

Miss Jennie: "Why, he is his mother's first husband's son."

Mr. Urban to President Felmley, who is considered the bureau of information in regard to all questions: "Is \$520 per year enough to get married on, Mr. Felmley?"

J. C. Hoke says when he visited Chicago: "It seemed they were awfully behind with their haulin'. Just kept them jumpin' all the time."

Found on a library table: "Let's have him
* * Sunday? * * Supper? * * *

Let's both ask. * * * Can't resist all that. I bet I got 7 in grammar. You need not say you think I did.—L. Fil.

Miss Gray (describing the night of the murder): "It is dark."

Miss Colby: "How strange and curious."

J. C. Hoke received a letter from his sister, but because it was not from another fellow's sister, he posted it again, thinking

perhaps that by another circuit through the office it would be transformed to suit the occasion.

Barton says: "Francis Willard did more towards arbitration than any other man living at that time."

Is it love of arithmetic that draws Mr. Brooks to the F² arithmetic class, or the admiration of light hair and sweet smiles?

Miss Marks not being as well informed as most others of the school, had much trouble to discover where Miss Hattie Vail roomed. Now she knows. The *For den Door Post* is always reliable.

"I intend to 'Carrie' geometry by (Spark) ing."—George Wright.

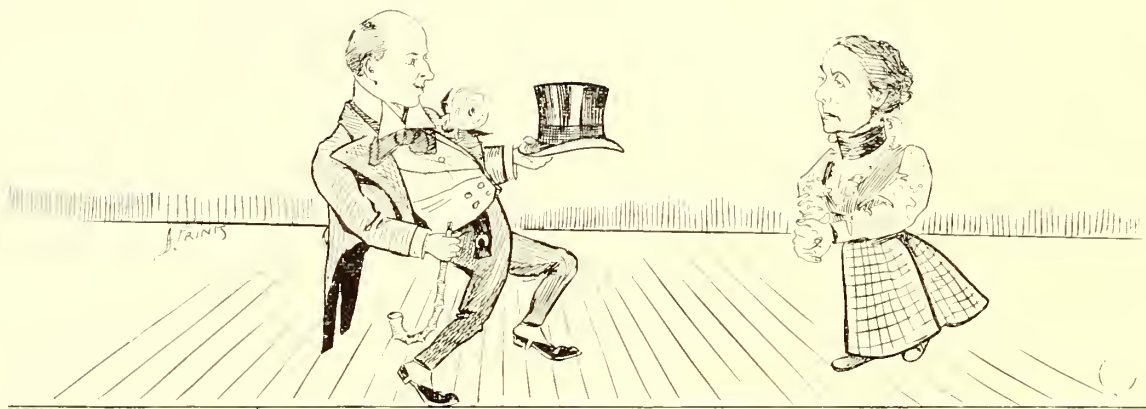
"If only all the angles looked like Miss Angle, I should be perfectly happy studying geometry."—G. W.

Miss Clark: "The next in the process is mas-tif-ication" (is interrupted by laughter).

Mr. Barber: "Why is that called the wet bulb, Miss Camery?"

Miss C.: "Because it is wet."

Mrs. Brown, when called upon to recite in composition class: "I prefer to be lazy."



Mr. Wright Shows Miss H_____ How to Cake Walk.

The Index

Mr. Fink: "Miss Wells, don't you see I am waiting for you."

Miss Wells: "I don't care. You can wait all day if you want to."

Miss Markland (in nature study): "All buds look alike to me."

September 23—Mr. Timmons goes to Mackinaw Dells; goes home without telling anyone, and leaves four girls without their pocketbooks.

Mr. McCormick: "What has been written to describe the landing of the Pilgrims?"

Miss Myers: "Pilgrim's Progress."

Mr. Whitten: "What is the metamorphosis of the frog?"

Miss B. C.: "First its a mosquito, then a tadpole, and then a frog."

Mr. Edwards: "What is the name of the province in the northern part of Austria?"

Mr. K. (with a rather preoccupied air: "Lapland."

Miss Miller: "What have you got?"

Miss Hoit: "Colton's teeth."

Mr. Edwards: "Why do you stir your coffee, Miss Gay?"

Miss Gay: "I don't stir it."

Notice—Howard DeLong will lecture on the superiority of man in the future.

Mr. L. Culp, in the Taylor club parlor eight nights out of the week.

Miss Clare Nickell: ask Culp.

Mr. Felmley (referring to measurement and partition): "Now, there are two kinds of division that I presume you all have studied. What are they?"

Miss Strauss (with animation): "Long and short division."

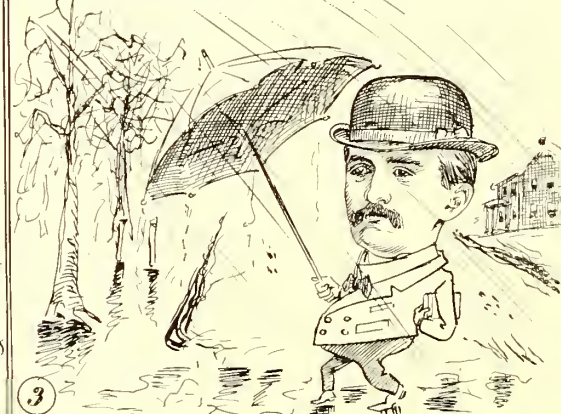
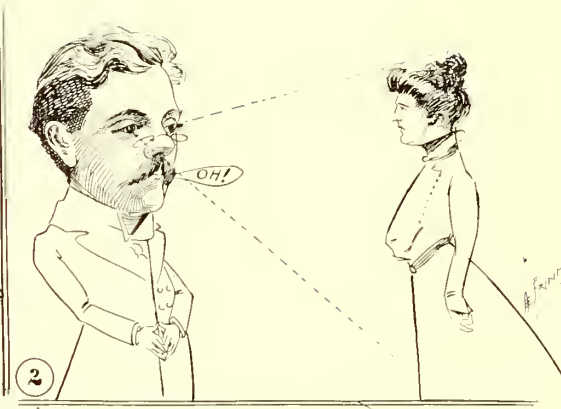
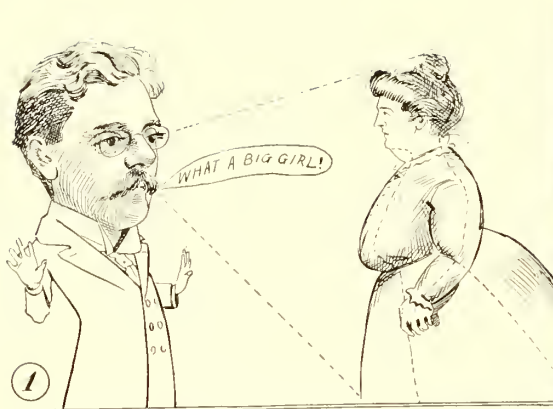
C: "People don't always go where there is room. There is room in heaven, but all don't go there."

"We won't stand on ceremonies when it is more convenient to stand on chairs and tables."

A little boy in the practice school said to his teacher: "One of us is a lieing, and it ain't me."

Mr. Bar., having given an advanced point in the physiology lesson was called to account by Mr. Colton, who asked: "How would you hold a lantern when carrying it, in front or behind you?"

Mr. B. (in a stage whisper): "It depends upon circumstances."



1. Prof. Rape (with spectacles on): "What a big girl."
2. Prof. Rape (with spectacles off): "Oh!"
3. Mr. Ammerman starts home on a rainy, icy day.
4. Oh! what's the trouble?

The Index

Miss Spencer: "Mr. Hoke, I should very much like to have a heart," (and Mr. Hoke blushed.)

Mr. McC.: "By what method does the teacher teach geography?"

Miss Stapleton: "By the natural method."

Miss Garrison enjoys the "Baum-y" air of Mason street.

In the general method class—Mr. Holmes: "What do you mean, Miss Voit?"

Miss Voit: "I was thinking of the heart of the youth."

Mr. H.: "Miss Schilling, have you ever seen a watch?"

Miss Schilling (doubtfully): "I thought I had."

Mr. Colton: "Mr. Stotler have you ever had experience in standing at the foot of a stairway in the dark."

Jessie Wells (looking at photo): "I don't think that is a very good picture of me."

Jennie Wells: "Well, no wonder! That's my picture."

Miss Simeral: "Mr. Holmes, is the underground railway still in existence, or has it been filled up?"

Mr. C. contends that the bride is the chief character in a poem—Mr. Edwards: "Mr. C. doesn't like to give up the bride."

Hartmann: "Mr. Keplinger, how many cubic inches are there in a cubic foot?"

Keplinger, promptly: "There are 144 cubic inches in a square foot."

Hartmann: "How many dollars can be made from a cubic foot of gold, Miss Peters?"

Miss Peters: "Did you ask how many dollars it takes to weigh a foot of gold?"

Hartmann: "I do wish I could get some one to walk across this room without acting like he was one hundred and forty-seven years old," (to Mr. Youle, who walks very slowly. Impression—Mr. Youle is 147 years old.)

Mr. Youle (in explaining a problem later) "The square root of five is —."

Hartmann (interrupting): "Mr. Youle, you are too young to handle such large numbers."

Miss Hart: "But, Miss Strauss, you say you tried this problem, I am asking you how?"

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Miss Strauss: "I meant that I tried to try it."

Miss Simeral's favorite way of beginning to recite: "Well, it seems to me, inasmuch, etc."

Miss Simeral's favorite after-recitation remark: "Well, say now! Didn't I make a big bluff?"

Mr. Black: "What other animal was mentioned in our lesson?"

Miss Kinne (anxious to recite): "The oak tree."

Oh, Roy, you are a sleepy boy;
You're tardy, sure as fate.
The others meet at half past six,
And you rush in at eight.

Miss — gives Mr. Hoke a compliment
—Mr. Hoke: "If I had more than a nickel I would take you to Bloomington."

Miss —: "Oh! That don't matter. I'll walk if you want to go."

Mr. Edwards: "What is a bayonet?"

Miss Puterbaugh: "A bayonet is a fire-arm with a point on it."

Mr. Edwards: "What were they doing?"

Miss —: "Gathering grain."

Edwards: "What kind of grain?"

Miss —: "Hay."

Miss Mavity: "Is it the dog or nature?"

Mr. Jessie: "Well, a dog is nature."

Mc.: "What is a poliwog?"

Miss Bevin: "I think it is a dog."

Edwards: "Pink, a beautiful complexion."

Miss Puterbaugh: "Did you say pink or ink?"

Mr. Black: "Our grandparents learned to read out of the old spelling book."

Miss Bevin: "So did I."

Mr. Black: "Well, I did not know you were that old."

Mr. Black: "When should a child learn the word cherubim—I should say not until he became a cherubim."

Scene, railroad track; actors, Miss Mammie Haines and a little boy—Little Boy: "Hello!"

Miss Haines: "How do you do? Do you know me?"

Little Boy: "Yalpp. You taught me the cakewalk over at the practice school."

Handed to the editor by Mr. Knight—Little child (who sees Mr. Otto coming): "Mamma, what is that?"

Mamma: "That's a man."

Little C.: "Buy it for me."

The Index

Handed to the editor by Mr. Otto—Little child (who sees Mr. Knight coming): "Ma, what is that?"

Ma: "That's a man."

Little C.: "Buy it for me."

Miss Coffman: "Why doesn't every one like to be loved?"

Miss Colby: "Why, of course that's understood." (Mr. Urban nods his head very emphatically.)

Miss Colby: "Why, Mr. Gunnell, if Mr. Skiles should come up to you and ask you in a stage whisper if you was mad, what would you do, or say?"

G.: "Why, I don't know."

Miss C.: "Oh, you'd answer the fool according to his folly, wouldn't you?"

Mr. Heinzelman has promised to buy one INDEX for every time his name appears in it, so here goes—Jacob Heinzelman, Heinzelman Jacob, Jacob Harold Heinzelman, Harold, Jacob, Heinzelman, Heinzelman, Jacob Harold, etc.

Books That Have Helped Me:

"How to Appear Dignified," Florence Pitts.

"Self-Appreciation," James Forden.

"Winning Hearts," Vernon Skiles.

"Delineator," Frank George.

"Pilgrim's Progress," Samuel Brooks.

"Roberts' Rules of Order," Grace Allen.

"How to Flunk Gracefully," Arthur Rape.

"Pickings From Puck," Jacob Heinzelman.

"Conversational Ease," George Wright.

"Methods of Bluffing," George Larson.

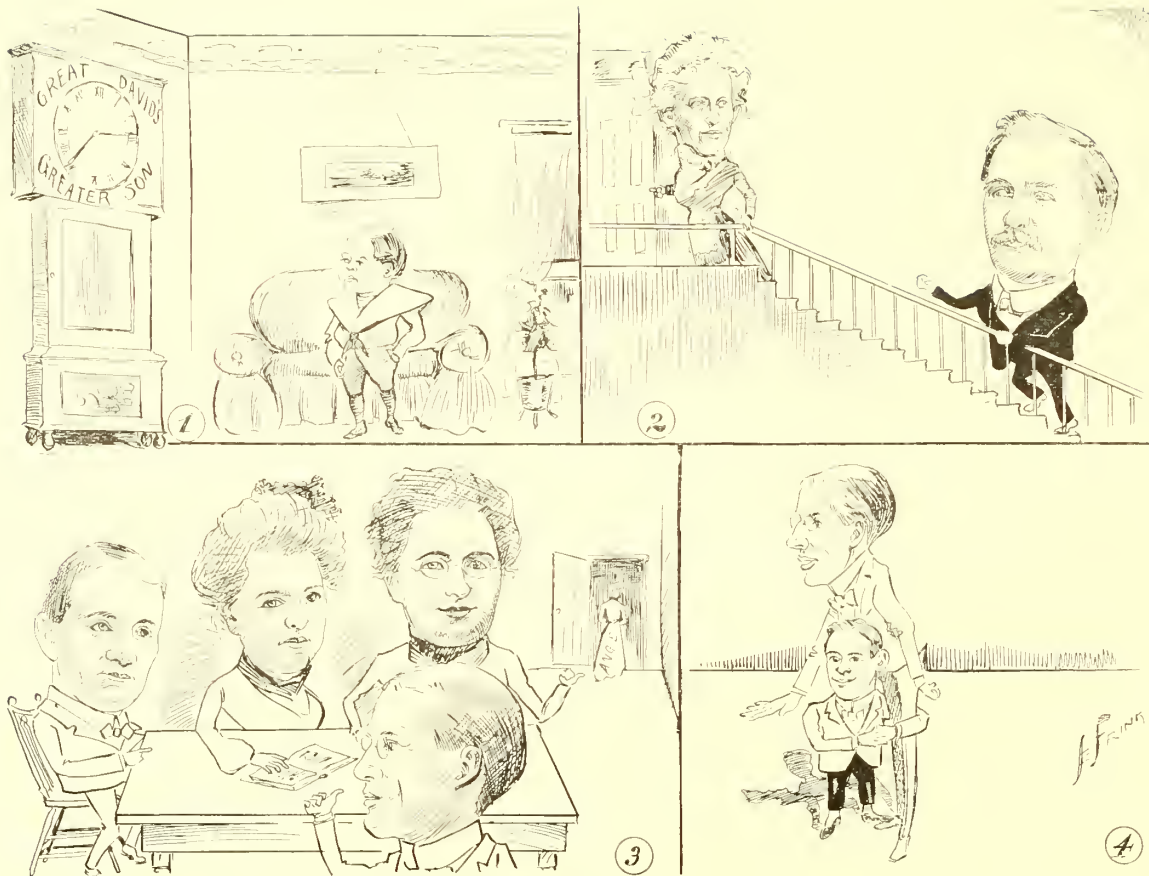
NOVEMBER 8, 1900.

Miss Josephine Perry, upon hearing that her brother was coming, said after some deliberation: "Tell him that I am a perfect *little lady*."

Roy Barton became so intoxicated with a certain young lady that he "boxed" her for "Way Down East."

Miss Martha Phillips, trying to appear to good effect in political economy, told Mr. Manchester if all the silver bullion were loaded into wagons the train would reach from Chicago to Washington. Class giggled, and Miss Phillips changed the distance, or the direction, and said: "I mean New York."

Miss Daisy Morris, after flirting with the conductor on the street car for some time, decides she has all knowledge pertaining to electricity and tries to get a shock from the



1. John F—: "Papa's so cross and cranky this morning I guess I can't stay in the house with him."

2. Mr. Ammerman is sent to get Miss Milner but fails to catch her.

3. For once "Section A" triumphed.

4. As seen after the contest.

The Index

wire stubbs in the Knapp, but when the boys laughed at her she was equal to the occasion, and told them she knew what was the matter: "Those are gas wires."

Next day after the theater, Barton consulted with himself so diligently that he forgot his hat and went home without it. We believe it was well for him that his head was fastened to him.

Mr. James Forden thinks it advisable to have a "Vail" to preserve his complexion, and is now putting forth his best efforts.

Boys have become such rare specimens that they are chased much as butterflies are. Upon one occasion the reporter saw Lura File and Sada Beadles come near capturing a choice specimen, but as such things do sometimes happen, he evaded them and is still free.

“HECATE’S FORECASTS.”



1. Grace Allen—“Preceptress of Young Ladies Academy.”
2. Sophia Camenisch—“Wife of a Future President of the U. S.”
3. Julia Coffman—Out of the question.
4. Edna Crawson—Instructor in basket ball.
5. Flora Dexheimer—Oh my! Don’t mention it.
6. Mertie Dillon—“An ornament for a millionaire’s home.”
7. Florence Eldridge—Something great but not yet revealed.
8. Ida Fleischer—A kind, generous Grand-mother.
9. Jennie Ford—Probably a society lady.
10. Clara Fritter—Unitarian preacher.
11. Edna Fritter—Woman’s rights advocate.
12. Amelia Gmehlin—Congressman.
13. Lilian Gray—A horse-trader.
14. Wilmah Geen—Supt. of an Orphan’s asylum.
15. Mamie Haines—Go to the Philippines as missionary.
16. Minnie Hallock—Run a matrimonial agency.
17. Bessie Harrington—? ?
18. Gertrude Heller—Lecture on the “Coming Woman.”
19. Edith Higgins—She’s fated, and almost mated.
20. Edith Hoit—Special music teacher.
21. Sarah Hummel—Pres. of a Normal School.
22. Ida Loring—Searching for the “Great Carbuncle.”
23. Birdie Major—The coming woman orator.



“Who in My Little Bed, Promised to Kill Me.”

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24. Louise Reinmiller—"Bill-in agent for a dime museum."
25. Frances Mann—Intends to cultivate "Rice."
26. Elvira Mark—Teacher of Elocution.
27. Daisy Morris—Run a street-car line.
28. Edna G. Mills—She's inclined to be "Petty."
29. Susie Merker—Forecast not clear as yet.
30. Olive Peck—Steward of the "Bachelor Girls club."
31. Martha Phillips—Leader of the "Hat Band."
32. Florence Pitts—She will waste much time trying to select from her many admirers; but will be happy with the right one at last.
33. Pearl Prickett—She will become a native of Cuba.
34. Josephine Serf—Devoted "Serf" to the (W)right.
35. Clara Trimble—Advertising agent for "Sappho."
36. Florence Uzzell—A Chicago Alderman.
37. Jennie Wells—"Love and church"
38. Jessie Wells—"Love and church"
39. Clara Wetzel—"Will teach the young ideas how to shoot."
40. Anna Gillan—She's all for her laughter-tea (Lafferty).
41. Anna Broadhead—Will use her broad head for Thomas.
42. Laura Foster—A sunbeam to cheer and to comfort.
43. Luella Dilley—Hard work will cause her to degenerate and become an Evilsizer.
44. Mary Calder—Running from her own shadow
45. Nellie Clancy—Professor of Geometry.
46. Samuel Brooks—!!!
47. C. E. Burt—Drumming for clothing house.
48. O. J. Gannell—Dancing master or base ball player.
49. J. R. Forden—Intends to take the "Vail."
50. William Hawkes—Don't know; ask his wife.
51. J. H. Heinzelman—Reformer of the Dutch in Africa.
52. J. C. Hoke—Will perhaps take unto himself a wife who is able to support him.
53. Lee Knight—A practical farrier.

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54. Geo. Larson - A substantial boarder.
55. James Morton - A nurse in some quiet home.
56. Wm. A. Otto - Instructor on spooning.
57. A. O. Rape - Will play the part of Petronius in *Quo Vadis*.
58. Wm. V. Skiles - - Lecturer on fidelity to women.

59. H. B. Urban - A practical joker and story teller.

60. George Wright - A politician; for if he can pull the wool over his own eyes, he certainly will succeed with others.

61. George Baker - Daylight began to

62. Mr. Hayward appear, and because of the extreme modesty of the "Old Girl" we could wrest no more from her.

THE PUZZLE COLUMN.



In what way does a general method class resemble a new student?

Both are Holmes sick.

Why does President Felmley always emphasize the *Sapphonian* society so much?

What became of the provisions for the stag party?

What do the girls mean when they ask Miss Price about Adam and Eve?

Why was King James like a Normal student?

He suffered from a chronic lack of money.

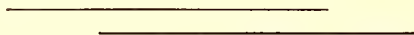
Why is physiology like the measles, Miss Muthersbaugh?

If you don't have *it* hard the first time, you are quite likely to take it again.

What caused Mr. Rape to go to Bloomington to meet Miss DeMotte, of Champaign, and Miss DeMotte, of Champaign, to come to Normal to meet Mr. Rape?

Why is George Wright like a farm?

Because the sight of him always reminds one of stolen apples and birds.



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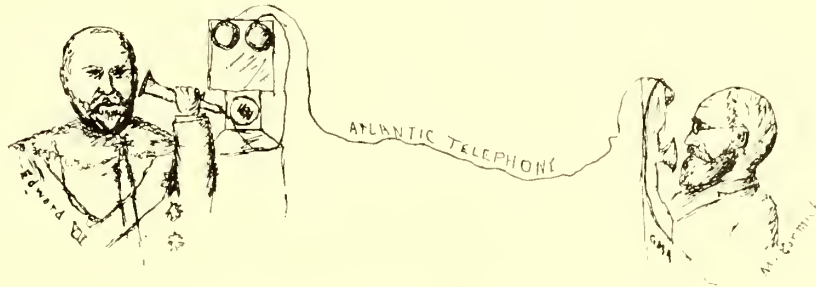
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This is the way some Normal
boys "see the girls home."



Do you know Ed?



Prof. Mr. Cornick - Hello, Ed!

ECHOES FROM ROOM 22.



Contributed by C. L. Fink.

IN MEDIEVAL HISTORY CLASS.

Miss Simison: "Mr. Mc., what was the cause of the death of Joan of Arc?"

Mc.: "Why, fire, I suppose, wasn't it?"

Miss Simison: "I was told that it was too much hot steak (stake.)"

(Class giggle. Mc. looks blank.)

Mc.: "Miss Briggs, discuss the beginning of French literature."

Miss Briggs: "I can't, any more than has been done."

Mc.: "Humph! I don't know as you can as much."

Mr. Mc.: "I have great confidence in this class. I believe you can tell me the date for the discovery of America."

Mc.: "You couldn't write home from Dresden a good story, could you?"

Miss Robinson: "Not till I got there."

Student: "The earth rotates on its axis."

Mc.: "What are its axes?"

Student: "They are its poles."

Mc.: "What are the poles?"

Student: "They are not there."

Mc.: "Where are they then?"

Student: "They are imagination."

Mc.: "I do not like to recite on Friday; that is an unlucky day."

Mr. Mc.: "From what is salt made?"

Miss Stapleton: "Saltpetre."

One of the few things Section F knew that Mr. Mc. didn't: Mr. Mc.: "You know of no plane other than a mathematical one, do you?"

Miss Moynihan: "Yes, sir; a level country is a plain."

Mc.: "Miss Merker, where are the chronicles that you are best acquainted with?"

Miss Merker: "I don't know."

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After Miss Mann recites, Mr. Mc. points to the ventilator and says: "Remember, there is a connection with the grammar department."

Mc.: "I boarded around the first year I taught, but after that I had selected a boarding-house keeper."

Mc.: "Name some wild animals you have seen." Two are called upon, but they never saw any.

Miss —: "Umph! Would you call a rabbit a wild animal?"

Mc.: "Miss Briggs, you'd believe in my judgment just so far as it coincided with yours, wouldn't you?"

Miss Briggs (extremely doubtful): "Well, I don't know."

Mr. Mc. (advising): "You must not kiss in the street car, because you will pass microbes." After class Miss Harrington met Mr. Hoke and said: "Josiah, Mr. McCormick says you must not kiss me in the *street car*."

Mr. Mc.: "Miss Coffman, step to the board with alacrity and a pointer, please."

Mc.: "What did Henry II imprison his wife for?"

Miss Simison: "Well, I guess he thought he'd have a *little* peace."

Mr. Mc. (in speaking of a childish school-mate): "He was excommunicated, but instead of going to hell he came to America, so I lost track of him."

Where was Mr. McCormick?

McC.: "The pilgrim mothers had to endure as much as the pilgrim fathers, and more, too, because they had to endure the pilgrim fathers."

Mc.: "The Scots were on their knees. What were they doing, Miss Harrington?"

Miss H.: "Eating their breakfast."

Mc.: "No, they were praying."

Mc.: "What kind of oil do they get from the whale, Miss Dace?"

Miss D.: "Whale oil."

On the first day of school Mr. Mc. said to his geography class: "Which way does the Mackenzie river flow—up or down?" Class: "Up!" Mc.: "Who ever heard of a river flowing up hill."

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Mr. McCormick (conducting general exercises): "Aristocracy is like the potato—the best part of it is under ground."

"I don't know but that our western boundary, taking an Irishman's license, will soon be our eastern boundary."

"We should like to have our neighbors believe as we do, but we have stopped thinking that they will be damned if they don't think as we do."

Miss Souri (Missouri) marries the Father of Waters and becomes Mrs. Sippi (Mississippi) and she clouds his days forever after."

Turn to the ax (acts) of the Apostles, please."

"What must every living thing possess?"
Miss —: "Every living thing must possess life."

Miss Simison: "Well, I have an idea."

Mr. Mc.: "Well let's have it. I haven't seen one this term."

Mc.: "Miss Harrington, what kind of a bird did the Northmen have for their emblem?"

Miss H.: "A dragon."

Later, Mc. seeing Miss H. writing: "Now don't write that. If you do I'll set that dragon after you."

Mc.: "George Washington could not turn his face to the wall and utter a little insipient profanity when he wanted to tell Martha that he was going to bring company home to dinner. [A few laugh.] There's a joke there." The president saw the joke next day when some Section A girls pointed it out for him.

MATHEMATICAL EXACTNESS.



Miss Hartmann calls upon Mr. Cannon to recite, Miss Riley answers.—Miss Hartmann: "We have but one Cannon in this class."

Scene, Miss Hartmann's room; characters, Miss H., Mr. Felmley and the arithmetic class; principal character, Mr. Telford.—After Mr. Telford repeatedly said "would be," Mr. Felmley said to Miss Hartmann: "What do you think made him say 'would be' so much?"

Miss Hartmann: "I don't know, unless it is that the 'would bees' have just lately come in from the country."

Hiss H.: "A nice young man was riding past me on a wheel, and he said: 'Oh, how I wish I had a tandem!' Now what do you suppose he wanted to do with a tandem?"

Bright Student: "He thought he'd get you to do all the work and he would just ride."

Miss H.: "What is this boy in relation to the rest of the boys in the seat?"

Mr. Sinnett: "One of the Big Four."

Miss H.: "I won't buy an INDEX unless my name appears in it ten times."

The reporter scratches his head — (1) Aunt Mary, (2) Mother Hartmann, (3) Grandmother, (4) Sweet Marie, (5) Give it up.

Ammermann sends Knight into Miss Hartmann's classroom to get a globe. Knight dives into the box, disarranges the contents and makes his escape. Miss Hartmann: "That's the way with boys. That's the reason I tend to my furnace all winter. Boys never do anything right."

Whetzel, reciting.—Miss Hartmann: "I guess you are not ripe yet, pulled too early."

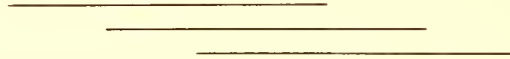
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Miss Hartmann's sixth hour algebra class put her in mind of the story of the boy's sheep, that couldn't listen because they had no ears.

Miss Hartmann says that the members of the algebra, five, don't need umbrellas, because the rain won't stick to them.

Miss Hartmann advertises for a young man to split wood. Black and Ammermann immediately apply. The students take sides, and one of them remarks: "I think Mr. Black ought to get it. He looks like he is hungry."





messrs Huke and Urban, being homerick, try to get a taste of home life,
on the sly, - - but are discovered by the Index Editor.

IF WE EVER HAVE MONEY ENOUGH.



Mr. Barber (performing an experiment):
“I have absorbed all of this vapor.”

Mr. B. (to Physics class): “As soon as you know what you want, let me have your hands.”

Mr. Fink: “ $t : t = V_g^I : V_g^I$.”

Mr. Barber: “Well, now, by g (!) what do you mean?”

Mr. Barber (to Miss Coffman, who is at the board drawing a map): “Well, now, just step back there a quarter of a mile or so and draw that part.”

Mr. B.: “I intend to hold you tomorrow for that.”

(Mr. B. trying to explain the cause of different heights of the mercury column in illustrating Boyle's Law.)

Miss Coffman: “I don't see what makes that.”

Mr. B. (completely at a loss to make her understand): “Oh, I don't know, only it is the nature of the critter.”

March 18.—Mr. Barber tells the Physics class that three-fifths of one hundred per cent. is equal to sixty-two per cent.

QUITE A PROJECT.

Mr. B.: “Now, you see, Miss M. did not *project* the right idea into that. If she had have *projected* the right idea, she would have *projected* this idea. How many were able to *project* this idea in? Well, now, you see, you are not able to *project*: you are not skillful in *projecting* your ideas,” etc., project, project, project.

Mr. B. (explaining liquidation of air): “He has curtailed their power of motion and the molecules have just got hot about it.”

The Index

Mr. B.: "Here you have a *numerical number*."

Mr. B.: "Their minds are not so mature supposedly (?) as yours."

Mr. B.: "Well, I'm not surprised, Miss Coffman, that your work is not absolutely correct; but we can get the theory even from dummies."

March 13.—Mr. Barber inquires if a feather is used for powdering faces.

Mr. B.: "How many have been exposed to Physical Geography?"

Miss Mills: "Why, you don't want it, do you?"

Some features of the chemistry works:

1. Running thru a titration.
2. The small bubble of mercury.
3. The eudiometer tube.

FROM THE ENCYCLOPEDIA.



Mr. Felm.: "Mr. Selby, have you heard of the Irishman who was dead and didn't know it?"

Mr. Selby: "Why, I don't know."

Mr. Felm. to Miss P-ck: "The will of God was communicated to men through Noah, Moses, etc. Why, Miss P-ck, you knew them!"

Mr. Felm.: "I tried that with Evangeline and some other of Shakespeare's works."

Mr. Felm. (showing picture): "What is this light streak?"

Miss Coffm-n: "That's a lotus flower."

Mr. Felm.: "Um-m—yes, that's the Nile valley."

Mr. Felm.: "Suppose you are teaching in a school district where you are forbidden to inflict assault and battery?"

Mr. Felm.: "What is the *delimitation* of this perfect silence on the part of the class?" Mr. F. answers the question.

Mr. Hoke (soon after): "The course should be very flexible."

Mr. Felm.: "Flexible? How? What? Oh, these big words!"

Mr. Hoke: "Humph! I didn't know what *you* meant by delimitation."

Felmley wasn't "in it"—the basket ball game.

Mr. Felm.: "What did Tom write to Mary?"

Miss Serf.: "Before he saw her, 'all women looked alike to him.'"

Mr. Felm.: "Yes, he hit on an important psychological truth. Do you see, Mr. Knight?"

Mr. Knight: "No."

Mr. Felm.: "Oh, you've not had the experience?"

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Knight: "No."

Mr. Felm.: "Since it is not 12:20, but the end of the century, that limits him, we will now have time to listen to Mr. Manchester."

Mr. Man.: "Then I'll begin with Adam."

Mr. Felm.: "It is becoming quite common for school boards to refuse to hire anything but handsome teachers." General groans from the class.

Mr. Felm.: "There is a growing tendency among men who are preparing for the professions to believe that college education is useless. What do you think, Miss Pitts?"

Miss Pitts: "I believe that it is better for such men not to waste time in the colleges."

Mr. Felm.: "Why, of course! Miss Pitts thinks they can't get married until they are 30 if they do."

Mr. F.: "The orange isn't yellow until some monkey or parrot wishes to eat it."

TWO SIDES TO THE SAME QUESTION.

Little John Felmley arrives at school one morning at 7:15, looking very tearful and dejected.

Mr. Man.: "Why, what's the matter, John?"

John: "Well, papa's so cross and ugly I just couldn't stay at home."

Question: (1) What had John been doing? (2) What was the trouble with Mr. Felmley?

Mr. Skiles: "I have a *couple* of bills to present."

Mr. Felmley: "I don't just see why those should be called a couple." Soon after: "All who are expecting to teach next spring will please take *one* of these blanks and fill it out."

Miss Mavity: "I wish to call especial attention to the fact that Mr. Felmley in his announcement said, 'All of you please take *one* of these blanks and fill it out.'"

Mr. Man. (several weeks later): "Here are a *couple*—whew! I mean *two* lines."

Mr. Felm.: "We will now have an intermission of five minutes for Miss Hartmann to go to the window."

Mr. Felm. (after New Year's celebration): "Oh, I learned all those jokes in an old almanac six months ago."

Felmley: "If you are out on an excursion to *catch* butterflies, beetles or other *botanical* specimens, the exercise will do you good."

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Felmley: "I think you can imagine a mind with no ideas by comparing it to your own minds."

Miss Coffman: "The *brick* existed first in the *head*."

Mr. Felm.: "I've had headaches, but I never thought of having a brick in my head."

Mr. Felm.: "Oh, get a book, Miss Camery! Put it under your pillow and see if you can absorb some of it."

F. (assigning a lesson): "We won't have anything but punishment tomorrow."

Miss Pitts: "The *scat* that suits me best is one that *comes just across the shoulders*."

Mr. F.: "Um-m. The *scat* you say?"

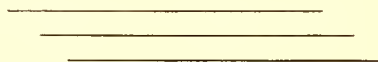
Mr. F.: "What is implied as to the attitude of mind when we speak of the wife berating the husband?"

Miss Robinson: "Why, Mr. F., I don't know!"

F.: "Why, of course not! Wait until you have had some experience."

"Now, Miss Josephine is, as we all know, the real thing."—Felmley.

"PSYCHE. Well, if that ain't the blamest way I ever saw to spell fish."—Felmley.



JOKELETS.



We cover our eyes with our hair. — G. W.
Mary had a little lamb—in Dutch.
The red barn.

Every one returned to hotel and pressed
the botanical specimens.

Lost— Miss Hummel's General History.
Miss Marks' Note Book.
Mr. Felmley's School Law.
Mr. Rape's Picture.

Any one finding any of these articles will
please return to Miss B. Wilmah Greene,
Row 9, Seat 13, and receive a suitable re-
ward.

Woman—the most formidable and suc-
cessful of all objects.— Mr. F.

Pig—a machine for converting corn into
pork.—C.

Common man —clodhopper.—F.

Calf—a young cattle.— B.

The work of the teacher —to know where
to strike in.— F.

Horse—an animal with four corners and a
leg on each corner.— H-r-t-m-n.

Rape, Hoke, Heinzelman and Knight dis-
cussing the philosophy of love; Knight re-
mains quiet, drinking in what the elders
have to say. His absorbtion is noticed.
Heinzelman speaks up: "Knight, you are
too young to understand this, you had bet-
ter leave the room." It being Knight's own
room, he was permitted to remain after put-
ting a pound of cotton in his ears.

Mr. McCormick, thinking to vary the
program of Section F geography when the
vicinity of Baltimore was being studied,
suggested that we sing the "Star Spangled
Banner" in memory of the place. Miss Her-
itage is requested to repeat the opening
lines. She rises, strikes an attitude, and
begins: "Oh, Columbia, the Gem of the
Ocean," much to the amusement of the
class.

LIBRARY POINTS.



- 1.—General carelessness. Some of you carry books away from the library just because you are so accustomed to carrying large arm loads of books that one or two more or less in the pile is not noticeable.
- 2.—Taking books out of the library without having them charged.
- 3.—Place the books in the exact place or put them on the round table. I would have had a fine hunt this morning if I had looked in the right place, but as luck would have it I looked in the wrong place and found it.
- 4.—You have trouble because you do not proceed in the right way, then you go and tell your teacher that the book was not there.

STRAIGHT THUS FAR, ISN'T IT?

No exception, then? Well, you always put things in the right place by putting them in the wrong place.

If you want help, come after it. Our shop is not an ice cream shop. We do not run after you, but you after us.

In conclusion I will say, please be careful upon every point on which you are careless.

ANOTHER POINT.

Please don't put two books in the same place.

All those taking notes will please hurry up, for I have no time to waste in waiting on you.

Will now close until I meet you in the library.
ANGIE.

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BEHOLD THE ORATOR!

[Mr. Smith refuses to buy an Index unless his photograph appears, so here it is. He paid for it, too.]

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JOHNNIE'S BURGLAR.

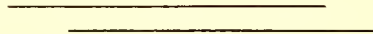
▲ ▲ ▲ ▲

Scene of tragedy: (Mr. Cavins home.)

Chief characters: Mrs. Cavins, Mr. Allen;
sub-characters: Mrs. Pierce and Misses. Lucas and Wilkens. Hero of the tragedy, "Johnnie."

Mrs. Cavins was awakened by a strange noise which proceeded from some unknown place in the house. She arose and flew to a near neighbors, aroused them and told them of the burglar in the house. "Johnnie" the neighbor's oldest son was quickly on the scene of terror with a terrible six-shooter. Arriving at the house another neighbor stepped to the door. "Who's there! Speak!" (or you die, thought Johnnie) said Johnnie. "Hello" says Allen, "come in quick!"

"Now," says Allen, "you go ahead up stairs." Johnnie obeyed; with set teeth, set finger on the trigger and set grim determination on his brow he cautiously went up stairs. Now could be plainly heard the regular but stealthy step of the invader. Mr. Allen and Johnnie closed and locked a door that stood ajar. Mr. Allen suggested awakening Misses Lucas and Wilkens. This was needless; they were awake. Mrs. Cavins asked if they had heard anything. "Yes," said Miss Wilkens, but I thought it was a mouse in the trap in the ward-robe." This was the fact. The courageous company separated bidding each other good-morning as it was quite past 2:00 o'clock.



LIBRARY NOTICE.



STUDENTS in SECTION A are requested to remember that the various library requirements refer to them just as fully as to any other students. They are requested to consider this particularly in connection with *Conversation* in the library, *Putting* away books, *Using* card catalog, & *Using* reference sheets. Other students are requested to be equally careful.

Faculty and Students may be interested in the information on the Library Poster headed *New Magazines*.

A. V. MILNER.

QUIT-CLAIM DEED.

Be it known by these presents that we, the undersigned, do hereby relinquish to the receivers of this document. Miss Phillips and Miss Prickett, all claim upon Mr.

Brooks and Mr. Fink, respectively, together with all their earthly possessions with which they may have us endowed or their transportable possessions, such as: affection, endearing terms etc. and this we do without a pang. This note is non negotiable. Signed this sixteenth day of May, in the year nineteen hundred one.

EDNA GERTRUDE MILLS,
GERTRUDE VIOLA HELLER.

ELVIRA M.

I know you won't believe it,
But yet 'tis really so,
The other day in history
Elvira said, "don't know".
The words themselves were simple
But being in Elvira's use,
They came like a bolt of thunder,
Straight from the throne of Zeus.

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SONG OF PAXON.

Sing a song of Paxon,
Sing it all day long;
Early in the morning
Joyful raise your song.

Monday, Tuesday, Wednesday,
Thursday, Friday, too;
Saturday especially,
Sunday, he comes, too.

Theresa, maiden sweet, we've heard,
Who on Broadway dwelleth,
P'r'aps that's why he goes that way,
Devotion always telleth.

So, sing a song of Paxon,
A daring knight so great,
Who ventures on a stormy way
To meet a darling fate.

Contributed by Watchful Observers.

PAGE FROM J.'S ACCOUNT BOOK.

This Page J. Keeps.	Amt.	This Page Father Gets.	Amt.
January 5th.		Board.....	\$4 50
Meal ticket.....	\$3 00	Contrib'd to revivalists.	1 20
Candy for Hattie.....	1 20	Birthday present for Mother.....	1 00
Birthday present for Ma	50	Laundry.....	85
Laundry.....	65	Room rent.....	6 00
Room rent.....	4 50	*To Y. W. and Y. M. C.	
Repairing broken win-		A. building.....	2 00
dows.....	2 00	Y. M. C. A. entertain-	
Gum.....	1 05	ment.....	1 50
Paid back to Tom.....	3 00	†Candy for cousin.....	50
Total.....	\$19 15	Note books, ink and	
		scrap paper.....	1 00
		Total.....	\$19 15

* Some gave \$5.00.

† Took Cousin Rose.

ODDS AND ENDS.



Mr. Gunnell: The Pedo Baptists believed in washing their feet.

Mc. C: Well that *was* a good thing to believe in.

Miss Prickett: "Pope Leo sold indulgences to replenish the *coffins* of the church."

Mc. C: "Listen ladies!! Mary's trouble came of her getting married. Beware!!!"

Mc. C: "Men who did not embrace Mohammed were abbreviated."

Section A: "The scum of the school.

"Elizabeth was to remain a virgin queen hence the name of one of our states, which one Mr. Hoke?"

Mr. Hoke: "Maryland."

McC: Marriage: a limited partnership.

Mr. F: It's one thing to *be* insane, and another thing to be *judged* insane,

McC: "What was the worst thing that happened to Mary?"

Mr. Urban: "She got married, you said."

McC: "Well *you've* been thinking of that subject haven't you?"

Mr. Urban: (Emphatically.) "Yes."

McC: "That's a good subject to think on."

Miss Colby: "Oh deliver me from the insane expert. I don't want to get into his hands."

McC: (History class,) We have a lot to do this morning, so you furnish the lightning and I'll furnish the thunder."

Miss C: I believe the ghost of the school-teacher will appear with a lead pencil in her *hand*; but NOT in her HAIR.

The Index

Mr. Wal—: "Say boys, I wish you'd come over here and help me find the place to put this letter in this letter box."

The "boys" go over to help Mr. W. out, and find the "letter box" is a fire alarm box.

Mr. Felmley: "I have noticed a tendency of the girls to deposit their hats in their desks in the assembly room. I have wondered whether it wouldn't be possible for them to wear their umbrellas in their hats and have pockets made in their dresses in which to carry their overshoes, mackintoshes, and other wraps."

Mr. F: You're like the lawyer, Mr.— who was called necessity because he knew no law."

Mr. F: In the ancient times the young person addressed her elder as "*sire*." In the more modern times, we find the title "*Sir*" uedd, but now *I find myself* addressed by the "Young American," as "Say."

Mr. McC: "Who have read Hamlet?"

Miss Simison: "*We're just going to.*"

Mr. McC: Well you'll find Hamlet was always *just going to* do something.

Prae gredientibus femunis elephantis.

Miss Pitts translates thus: "With the women riding the elephants."

Miss Colby is absent from the literature class in the fall term, Mr. Brooks is elected teacher.

Miss Allen: (soon after) "I move you that we dispense with all foolishness and get to work." Mr. Brooks puts the question and it is carried unanimously.

Mr. Brooks: "You have voted to dispense with *all foolishness* therefore that means I am to get out,"

Mr. Hoke (upon waking up in the morning): "Great Scott! I dreamt I was married and I felt like cutting my throat."

For the benefit of those who are to come in after years we would say: If you see some dignified but careworn looking students trundling large express carts around with them, don't wonder at them. They are only Section A people taking Constitutional History.

Mr. Man, (making an what he calls a clear statement): "That would reduce *in a reduction*, don't you see."

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REGISTER OF STUDENTS.



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Adcock, Ada.....Livingston.....Chatsworth
 Allen, Grace Matilda.....Marshall.....Wenona
 Allen, Mary Elizabeth.....Marshall.....Wenona
 Althouse, Tressa Belle.....McLean.....Bellefleur
 Anderson, Ida May.....Idaho.....Gibbsons ville
 Angle, Myrtle Louise.....(Missouri).....Louisiana
 Ash, Luella Christina.....Morgan.....Murrayville
 Aughinbaugh, Bertha Jennie, Shelby.....Oconee
 Bailey, Iva Maria.....Cook.....Chicago
 Baker, Ada Olive.....Macon.....Casner
 Barger, Nellie May.....Tazewell.....Hopedale
 Barnes, Lulu.....Scott.....Manchester
 Barr, Lena.....Logan.....Atlanta
 Bartley, Leola A.....Vermilion.....Danville
 Baxter, Alta Maude.....Schuyler.....Huntsville
 Bass, Frances.....McLean.....Bloomington
 Beadles, Sada.....Macon.....Decatur
 Bechstein, Mamie L.....Will.....Mokena
 Beckett, Helen.....Ohio.....Fairhaven
 Beeler, Gertrude.....McLean.....Bloomington
 Benner, Blanche.....Piatt.....Atwood
 Bennett, Cora.....Livingston.....Flanagan
 Bennett, Pearl.....Tazewell.....Delavan
 Bess, Ella Mildred.....McLean.....Danvers
 Betzelberger, Lizzie.....Tazewell.....Boynton
 Bevan, Luella.....McLean.....Bloomington
 Bishop, Lena.....McLean.....Normal
 Bliss, Jessie May.....Richland.....Olney
 Bond, Bertha J.....Brown.....Mt. Sterling
 Bond, Ida Wendover.....Jefferson.....Mt. Vernon

Bonnell, Sarah Frances.....Christian.....Taylorville
 Borrowman, Nella Florence Pike.....Straut
 Bowen, Margaret L.....McLean.....Bloomington
 Bowman, Elizabeth Enola.....Pike.....Pleasant Hill
 Bowman, Myrtle Llew-Ella.....Macon.....Oakley
 Braeutigam, Annie.....St. Clair.....Belleville
 Breining, Minnie.....LaSalle.....Peru
 Briggie, Bessie Sarah.....Schuyler.....Rushville
 Briggs, Josephine.....Tazewell.....Delavan
 Broadhead, Annie Maple.....McLean.....Normal
 Broadhead, Lemma C.....McLean.....Normal
 Brown, Bessie Goldie.....Livingston.....Healey
 Browne, Grace Christena.....McLean.....Normal
 Brown, Mrs. Pearl Dingman.....Macon.....Niantic
 Buck, Olive.....Fulton.....Vermont
 Bunn, Letta Agnes.....Pike.....Straut
 Bunn, Cora Alma.....Pike.....Straut
 Burke, Daisy Margaret.....McLean.....Bloomington
 Burlingame, Ida May.....Tazewell.....Delavan
 Burroughs, Jennie V.....McLean.....Normal
 Burtis, Altha.....McLean.....Hudson
 Buxton, Clementine D.....Mason.....San Jose
 Calder, Mary Etta.....Livingston.....Dwight
 Camenisch, Sophia Catherine.....LaSalle.....LaSalle
 Camery, Nellie Paris.....Marshall.....Henry
 Camp, Drusilla.....McLean.....Bloomington
 Campbell, Clara.....Hancock.....Denver
 Campbell, Elva Rachel.....Woodford.....El Paso
 Campbell, Jessie Elizabeth.....Ogle.....Davis Junction
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SEIBERT'S MEAT MARKET.

The Index

Cardiff, Bessie Catherine.....Knox.....Galva
 Cardiff, Ida May.....Knox.....Galva
 Carlson, Clara Olive.....McLean.....Bloomington
 Carr, Clara Frances.....Sangamon.....Spaulding
 Carr, Gertrude.....Sangamon.....Spaulding
 Carroll, Florence Elizabeth.....Stephenson.....Freeport
 Case, Flora Margaret.....Peoria.....Dunlap
 Casey, Grace.....Peoria.....Peoria
 Caughey, Florence Gertrude.....Rock Island.....Orion
 Chalfant, Nellie Agnes.....(Iowa).....Nevada
 Champion, Marie.....McLean.....Normal
 Chapman, Flora Bessie.....Scott.....Naples
 Cheek, Marietta.....Mason.....Forest City
 Chockley, Pearl.....Schuyler.....Littleton
 Clark, Ada Belle.....McLean.....Bloomington
 Clark, Lulu.....White.....Crossville
 Cline, Katherine Ann.....Livingston.....Chatsworth
 Coar, Winnie.....Madison.....Worden
 Coffey, Margaret Ruth.....LaSalle.....Tonica
 Coffman, Julia.....Edgar.....Hume
 Cole, Alice Maude.....LaSalle.....Ottawa
 Coleman, Mabel.....Macon.....Decatur
 Colvin, Grace Stella.....McLean.....Normal
 Conger, Ethel Margaret.....McLean.....Fletcher
 Connaghan, Jeannette Helen.....Macon.....Niantic
 Conyers, Birdie Ann.....Cass.....Newmansville
 Conyers, Ella.....Cass.....Newmansville
 Corman, Ethel Mary.....Macon.....Long Creek
 Corson, Estella P.....McLean.....Normal
 Cory, Edna.....Montgomery.....Butler
 Costello, Kate.....McLean.....Bloomington
 Covington, Rosa.....McLean.....Normal
 Crawford, Agnes Amelia.....Kankakee.....Kankakee
 Crawson, Edna Leona.....McLean.....Normal
 Crewes, Florence Jessie.....McLean.....Normal
 Crouch, Virginia Frances.....Henderson.....Rozetta
 Crowley, Margaret.....Christian.....Edinburg
 Crum, Alma Maria Frances.....Mason.....Easton
 Cryer, Mae.....McLean.....Covell
 Cunningham, Marie Edith.....Macon.....Elwin

Curtis, Florence Alma.....McLean.....Kumler
 Dace, Frances Louella.....Schuyler.....Rushville
 Daniels, Maude May.....Pike.....Griggsville
 David, Ruth Anna.....Fulton.....Ipava
 Davis, Nellie Ethel.....Rock Island.....Cordova
 Dawson, Dula Mae.....Livingston.....Weston
 Dawson, Nora Mae.....Menard.....Petersburg
 Dean, Maggie May.....McLean.....Towanda
 Denning, Bertha Elizabeth.....Peoria.....Elmwood
 Denning, Mabelle Alice.....Peoria.....Elmwood
 Desmond, Pearl Ethel.....Livingston.....Chatsworth
 Deterding, Dora Elta.....Morgan.....Concord
 Dexheimer, Lora M.....South Dakota.....Spencer
 Dexheimer, Nettie L.....South Dakota.....Spencer
 Dillon, Mertie May.....McLean.....Normal
 Divan, Worthy Jeane.....Macon.....Decatur
 Donaldson, Sue.....Rock Island.....Coal Valley
 Donlon, Helen Clarissa.....McLean.....Bloomington
 Dougherty, Agnes Lauretta.....DeWitt.....Clinton
 Dumford, Cora May.....Richland.....Olney
 Duncan, Dora.....Piatt.....Lintner
 Dunlap, Rachel Marietta.....Livingston.....Blackstone
 Durbin, Eliza.....Rock Island.....Cordova
 Eaton, Della Mae.....Macon.....Decatur
 Eaton, Hattie May.....McLean.....Normal
 Edmunds, Lucy Elizabeth.....Grundy.....Gardner
 Edwards, Edith B.....Knox.....Galesburg
 Edwards, Lulu E.....Winnebago.....Rockford
 Egan, Katie Agnes.....LaSalle.....Garfield
 Eggenberger, Agatha.....Livingston.....Odell
 Eldridge, Florence Frances.....McLean.....Bloomington
 Elliott, Elva Mae.....Adams.....Quincy
 Ellis, Dora Leah.....Fulton.....Canton
 Ellis, Mabel.....Macon.....Blue Mound
 Emerson, Gertrude.....Mercer.....Keithsburg
 England, Grace Florence.....Douglas.....Newman
 English, Glidden Roberts.....McLean.....Bloomington
 Erbes, Clara.....Marion.....Centralia
 Estee, Lula M.....Ford.....Gibson City
 Fairfield, Maude.....McLean.....Normal

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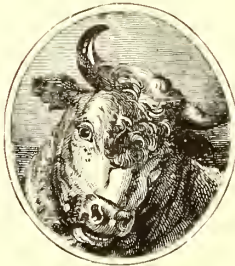
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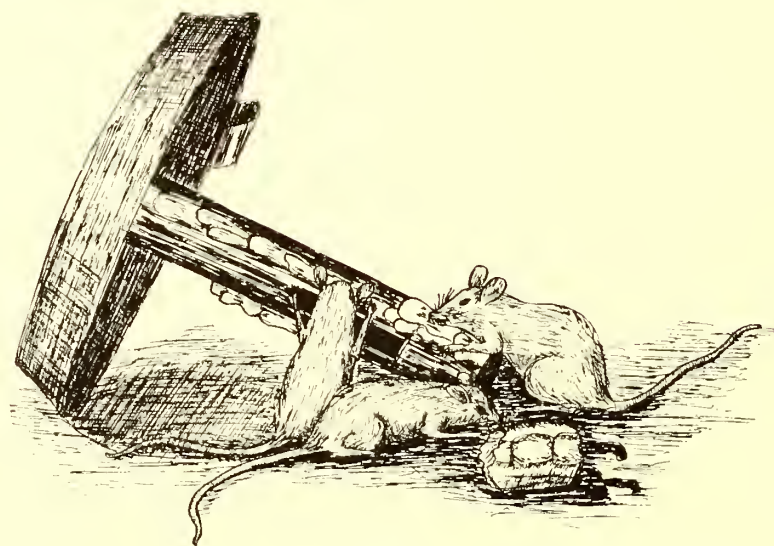
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